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ABSTRACT

This document consists of a final report and two manuals developed by the Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) project, which worked to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The final report discusses the following outcomes: five sites received training and technical assistance, established community-based planning groups, and are in the process of developing interagency collaboration; four sites started earlier received ongoing support; clients are being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners; clients are entering programs quickly, can navigate among services easily, and are having their many needs met through a range of coordinated services; sites report that adult learners are less frustrated and, as a result, client participation and retention in programs are increasing. The attached strategic planning manual presents strategies for building community collaboration. The second manual describes 12 fundamental tasks for establishing a community-based planning group. (KC)

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Building Communities for Learning

Final Report

Fiscal Year 1997-98

Sheila M. Sherow

Pennsylvania State Coalition for Adult Literacy

Center for Literacy, Inc.
636 S. 48th Street
Philadelphia, PA 19143
(215) 474-1235

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Contract number: 98-8006

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Grant Recipient: Center for Literacy, Inc.
636 S. 48th St., Philadelphia, PA 19143
(215) 474-1235
Program Name: Building Communities for Learning
Grant Allocation: $21,231
Project Period: July 1, 1997 - June 30, 1998
Project Director: Sheila M. Sherow

Project Purpose: The Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) Project proposed to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The primary purpose of the project was to award community-based planning grants to locales through a competitive Request for Proposals process and to guide grantees in the establishment of community-based planning groups and the development of interagency collaboration with training and ongoing technical assistance. A second purpose was to continue support for four existing BCL sites (established in 1996-97).

Project Outcomes: Five sites were awarded BCL Grants, received training and technical assistance, established community-based planning groups, and are in the process of developing interagency collaboration. 1996-97 sites are beginning to see positive outcomes resulting from interagency collaboration and community-based planning efforts. Clients are being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners.

Impact: BCL sites reported that their interagency collaboration and planning efforts have improved the delivery of services; clients are entering programs quickly, can navigate among services easily, and are having their many needs met through a range of coordinated services. BCL sites also reported that adult learners are less frustrated and, as a result, client participation and retention in programs are increasing.

Products Developed: BCL 1997-98 Final Report; How to Establish a Community-Based Planning Group (an exportable training package); Building Communities for Learning: Strategies for Community-Based Planning (training resource).

Products Available From: AdvancE State Literacy Resource Center
333 Market St., 11th Floor, Harrisburg, PA 17126-0333
Pennsylvania State Coalition for Adult Literacy
403 Herr St., Harrisburg, PA 17110

Project Continuation and Future Implications: The BCL Project will continue to assist communities in establishing interagency collaboration for the purpose of improving the delivery of adult basic and literacy education services through start-up grants, training, and ongoing technical assistance.

Conclusions and Recommendations: Interagency collaboration and community-based planning are essential first steps toward the development of coordinated and comprehensive delivery systems of services. Communities must be guided and supported in the establishment of community-based planning groups, the development of interagency collaboration, and the implementation of strategic plans for the improvement of adult basic and literacy education services.

TABLE OF CONTENTS

Page

Introduction 1

Chapter One: Statement of the Problem 4

Chapter Two: Goals and Objectives 5

Chapter Three: BCL Goal One 6

Chapter Four: BCL Goal Two 7

Chapter Five: BCL Goal Three 9

Chapter Six: BCL Goal Four 10

Chapter Seven: BCL Goal Five 12

Chapter Eight: BCL Goal Six 20

Chapter Nine: Procedures 21

Chapter Ten: Evaluation 23

Chapter Eleven: Dissemination Procedures 37

Chapter Twelve: Conclusions and Recommendations 38

References 40

Appendix A: BCL Community-Based Planning Sites

Appendix B: BCL Presentations

Appendix C: BCL Brochures

INTRODUCTION

History of Building Communities for Learning Project

Building Communities for Learning (BCL) was a statewide community-based planning project. It was created as a product of a task force convened by the Pennsylvania State Coalition for Adult Literacy (PSCAL) for the purpose of improving the delivery of adult learner services and adult learning outcomes.

During 1995-96, three BCL pilot sites were selected through a competitive Request for Proposals process and awarded BCL community-based planning grants by PSCAL: Fayette County Literacy Coalition (Kim Hawk, Fayette County Community Action), Lycoming County Adult Education Coalition (Dan Merk, STEP, Inc.), and the Wyoming Valley Learning Coalition (Dr. Douglas Lynch, Wilkes University; Dr. Carol Moutray, King's College). Since that time nine additional community-based planning groups have been established by PSCAL through the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, with funding from the Adult Education Act, Section 353. During 1996-97 four BCL Grants were awarded: Carbon County Adult Education Planning Committee (Dr. Virginia Smith, Carbon County Volunteers for Literacy), Cambria County Building Communities for Learning (Dr. Lee Burket, Admiral Peary Vo-Tech School; Leonard Shurin, Johnstown Vo-Tech School), Pittsburgh Neighborhood Learning Collaborative (Judith Aaronson, Goodwill Industries), and Washington County (Washington County Literacy Council). PSCAL awarded five additional BCL Grants during 1997-98: Fulton County (Adrienne Smyth, Fulton County Center for Families), Greene County (Barbara Mooney, Community Action Southwest), Huntingdon County (Cathy Grieb, Juniata School District; Geoff Lucas, SCI-Smithfield), Montgomery County Literacy Network

(Janis Glusman, RSVP; Dr. Thomas Hemmeter, Beaver College), and the Private Industry Council of Westmoreland/Fayette, Inc. (Tami Ozegovich). Dr. Sheila Sherow was the BCL Project Coordinator.

During the second year (1996-97) of the BCL project, a field-driven technical assistance component was added in the form of Mentoring Communities. The three BCL pilot sites were guided in becoming mentors and matched with new BCL sites. The outcome of Mentoring Communities has been very positive. New BCL sites have benefited from the earlier efforts of the pilot sites and the Mentoring Communities have learned new ideas and more about the process of collaboration.

Rationale

Local-level interagency collaboration among adult literacy stakeholders is a necessary first step toward solving both individual and community education, employment, and economic problems. Too often adult learner services are characterized by fragmentation and isolation and fail to meet the multiple and changing needs of clients. In order to equip clients with the skills needed to become self-sufficient, adult literacy stakeholders must collaborate to develop comprehensive and coordinated local delivery systems of services that will both effectively and efficiently improve client outcomes.

Purpose

The purpose of the BCL project was to provide communities with the resources necessary to (1) establish and maintain a community-based planning group, (2) develop interagency collaboration among adult literacy stakeholders, and (3) coordinate the delivery of adult learner services. Community-based planning groups were expected to work towards the development of a comprehensive, community-wide system of adult learner services that provides clients with easy access to and smooth transition among educational, welfare, workforce development, and human resource services.

Objective

The ultimate goal of the BCL project was to provide adults with the wide range of services needed to attain individual educational, employment, and economic goals. The primary objective was to guide and support community-based planning groups in establishing interagency collaboration for the purpose of organizing and streamlining the delivery of adult learner services.

Audience for Report

This report is intended for a broad audience of adult literacy stakeholders including all community agencies and organizations that (1) have adult basic and literacy education as their mission and primary function, (2) provide services that require a foundation of basic skills, or (3) provide services that support learners as they work to attain educational, employment, and economic goals. This audience includes employers; county assistance offices and welfare-to-work programs; workforce development specialists; employment and training programs; community planning and economic development agencies; and community advocates.

Dissemination

Sources of dissemination for the BCL Project are: the Bureau of Adult Basic and Literacy Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126; AdvancE State Literacy Resource Center, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333; and the Western PA Adult Literacy Resource Center, 5347 William Flynn Hwy, Rt. 8, Gibsonia, PA 15044-9644.

Report of Project Findings

Each BCL community-based planning group has been assigned a code number for reporting evaluation findings.

CHAPTER ONE

STATEMENT OF THE PROBLEM

The need for local-level interagency collaboration and community-based planning is increasing with emerging federal and state priorities and discussions of collaborative initiatives and block grant funding. In particular, welfare reform and workforce development are radically changing the education and employment needs of adult learners and the way services will be funded and provided in the future.

Welfare reform in Pennsylvania is having an immediate and profound impact on many adult learners. Limits on the amount of time adults may receive assistance and mandates of increasing self-sufficiency require a local delivery system of services that is capable of providing clients with the range of services needed to equip them with the basic skills and other resources needed for sustainable employment.

Workforce development is a priority issue in serving the immediate and multiple needs of adult learners as they seek to obtain or advance in employment. Adult basic and literacy education services must become viable components of the workforce development continuum and adult literacy providers must work in partnership with employers and employment and training programs to ensure that adult learners acquire the basic skills necessary to attain the desired outcomes of employment and economic self-sufficiency.

The challenges for adult literacy providers are very real and immediate. Service providers who are unwilling or unprepared to collaborate may soon find themselves ill-equipped to serve the many needs of adult learners. Likewise, service providers who fail to adapt to change through collaborative efforts may soon find themselves obsolete.

CHAPTER TWO

GOALS AND OBJECTIVES

There were six goals for the 1997-98 BCL Project. Each goal had one or more supporting objectives.

Goal One: To increase the number of BCL community-based planning sites.

Goal Two: To ensure that the four 1996-97 sites have adequate time and sufficient support to sustain and build on their first-year efforts.

Goal Three: To maintain and expand the field-driven technical assistance and support component of the BCL model (Mentoring Communities).

Goal Four: To assist BCL sites in the development of collaborative relationships with adult literacy staff development and resource centers.

Goal Five: To continue to learn as much as possible about the community-based planning process and expand the scope of BCL training materials and resources with new models and successful community-based planning strategies.

Goal Six: To encourage the establishment of community-based planning groups throughout the Commonwealth.

Goals are discussed in detail in the following six chapters. Included in the discussion of each goal and its objectives is an analysis of goal attainment.

CHAPTER THREE

BCL GOAL ONE

Goal One: To increase the number of BCL community-based planning sites.

Objectives

1. To select four new sites through a competitive grant award process.
2. To provide the four new sites with $2,000 Start-Up Grants, individualized training, and ongoing site-specific technical assistance and support.

A Request for Proposals process was conducted during August, September, and October, 1997. An application package was developed and sent to adult basic and literacy education providers, family literacy programs, libraries, employment and training programs, economic development agencies, county assistance offices, and human resource agencies. Criteria for rating proposals were developed and used by reviewers to rank the proposals. Grant awards were announced in November.

Reviewers identified three top-rated proposals. The next two proposals in the ranking had ratings that were so close that it was decided to award five BCL grants instead of the proposed four. This was possible due to the temporary elimination of one existing BCL site, which resulted in an unexpected $1,000 Continuation Grant left unspent (see Goal Two, Objective 1). The top three proposals were awarded $2,000 BCL grants, the fourth-ranked proposal received a $1,500 grant, and the fifth proposal was awarded $1,000. Each of the new BCL sites received initial training in the establishment of community-based planning groups and was provided with ongoing technical assistance in developing interagency collaboration.

Goal One was attained and exceeded as five sites received BCL community-based planning grants instead of the proposed four sites.

CHAPTER FOUR

BCL GOAL TWO

Goal Two: To ensure that the four 1996-97 sites have adequate time and sufficient support to sustain and build on their first-year efforts.

Objectives

1. To continue to support the four 1996-97 sites with $1,000 Continuation Grants.
2. To maintain their relationships with Mentoring Communities.
3. To provide ongoing technical assistance, as needed.

Three of the four 1996-97 sites were awarded $1,000 Continuation Grants based on their previous year's progress in establishing community-based planning groups and developing interagency collaboration. The three Mentoring Communities maintained their relationships with their 1996-97 BCL site partners. The BCL Project Coordinator maintained ongoing communication with each BCL site and provided technical assistance as needed.

The fourth site's leadership was provided primarily by the county's adult literacy council. Prior to their involvement in the BCL Project, agencies within this county had little knowledge or understanding of other community services and few were aware of the scope and immediacy of current and emerging adult learner needs. The community-based planning group was particularly successful, in a relatively short period of time, in increasing community-wide awareness of the purpose and need for adult basic and literacy education. In July 1997, the literacy council director retired and the council's staff person who had been designated as the BCL coordinator left her position with the literacy council to accept a job teaching in the public school system. With the loss of these two key members of the community-based planning group and following several lengthy discussions between other group members and the BCL Project Coordinator, it was mutually decided that (1) no other agency in the community felt confident enough to assume leadership of the group and (2) the literacy council needed time to restructure itself before it could resume its leadership of the community-based planning group.

Goal Two was attained only in part due to the temporary elimination of the fourth site. It is hoped that this site will be ready to continue its community-based planning efforts within the near future.

CHAPTER FIVE

BCL GOAL THREE

Goal Three: To maintain and expand the field-driven technical assistance and support component of the BCL model (Mentoring Communities).

Objectives

1. To retain the three BCL pilot sites (Fayette County, Lycoming County, and Wyoming Valley) as Mentoring Communities.
2. To maintain mentoring relationships established during the 1996-97 year of the BCL project.
3 To match each of the three Mentoring Communities with a 1997-98 BCL site.

The three BCL pilot sites continued their role as Mentoring Communities during 1997-98. They maintained their mentoring relationships with their 1996-97 BCL partners and were matched with a new 1997-98 BCL site.

Goal Three was attained and BCL sites reported that mentoring continued to be a very effective and mutually beneficial technical assistance technique.

CHAPTER SIX

BCL GOAL FOUR

Goal Four: To assist BCL sites in the development of collaborative relationships with adult literacy staff development and resource centers.

Objectives

1. To assist sites in the development of an exportable BCL training package that can be offered as a staff development opportunity to learn about the BCL model and community-based planning strategies.
2. To encourage sites to work in partnership with Professional Development Centers to provide adult literacy providers in their regions with training and technical assistance in the establishment of community-based planning groups.
3. To encourage sites to share information and resources with AdvancE and the Western Pennsylvania Literacy Resource Center.

An exportable BCL training package, *How To Establish a Community-Based Planning Group: Interagency Collaboration to Improve the Delivery of Adult Basic and Literacy Education Services,* has been developed in a user-friendly format to encourage the establishment of community-based planning groups and promote interagency collaboration for the purpose of improving the delivery of adult basic and literacy education services.

The BCL Project Coordinator contacted Professional Development Centers (PDCs) serving regions that included BCL sites. Two PDCs responded with invitations to speak to adult literacy providers within their regions. One invitation has been postponed due to scheduling difficulties and major changes in the PDC's staff. The other invitation resulted in a BCL presentation involving the Project

Coordinator and spokespeople from two BCL sites within that region. (See Appendix B.) A follow-up article about the BCL Project and application process has been submitted for the PDC's newsletter.

Community-based planning sites were encouraged to use AdvancE and the Western PA Literacy Resource Center as resources. All BCL reports and training materials are available through AdvancE.

Goal Four was attained in part. More work needs to be done to integrate community-based planning into the professional development opportunities offered through PDCs. In terms of encouraging community-based planning groups to work in partnership with PDCs, only those BCL sites with active ABLE-funded members were likely to be involved with PDCs. More work needs to be done to increase the involvement of ABLE-funded programs and partnerships need to be established between PDCs and BCL sites.

CHAPTER SEVEN

BCL GOAL FIVE

Goal Five: To continue to learn as much as possible about the community-based planning process and expand the scope of BCL training materials and resources with new models and successful community-based planning strategies.

Objectives

1. To conduct local evaluations to assess the efficacy of project implementation and attainment of local goals.
2. To identify successful community-based planning strategies.
3. To evaluate the effectiveness of the project in terms of the impact on adult learner services and, in particular, adult learner outcomes.
4. To work with sites to develop individualized local evaluation strategies that will provide relevant information and data to guide the further development of community-based planning efforts.
5. To expand BCL training materials and resources with new community-based planning models and successful strategies identified as a result of evaluation findings.

Local Evaluations

Under the direction of the Project Coordinator, local evaluations were conducted to (1) determine the level of interagency collaboration that had been established within BCL community-based planning groups, (2) to determine the impact and accomplishments of interagency collaboration and community-based planning, and (3) to assist groups in developing an ongoing, self-assessment process to guide and evaluate collaborative efforts. Two evaluation measures were implemented, a coalition-building evaluation scale (adapted from *Coalition Evaluation*

Instrument, Applebee, G.), and a project impact assessment (adapted from *Impact Measures*, Bergstrom et al).

Coalition-Building Evaluation Scale

A coalition-building evaluation scale was administered to BCL sites to assess factors related to developing interagency collaboration and establishing a community-based planning group. The following results were obtained from group members' self-assessment of their groups. The scale ranked responses to each of the following seven items from one to five, five being the highest level.

Group Process Factors

Item 1:	Group member understanding of coalition goals.
Item 2	Group member awareness of desired outcomes and understanding of how those outcomes benefit adult learners.
Item 3:	Effectiveness of coalition leadership.
Item 4:	Commitment of group members.
Item 5:	Communication among group members.
Item 6:	Resolution of turf issues or concerns.
Item 7:	Diversity of coalition membership.

Findings of the Coalition-Building Evaluation Scale

Group members rated their groups as follows.

Group Process Factors	low - high	range of responses	average across sites
Member Understanding of Goals	1 - 5	3 - 5	4.25
Awareness/Understanding of Desired Outcomes	1 - 5	4 - 5	4.55
Effectiveness of Leadership	1 - 5	4 - 5	4.25
Commitment of Members	1 - 5	3 - 5	4.5
Communication among Members	1 - 5	3 - 5	4.3
Resolution of Turf Issues among Members	1 - 5	2 - 5	4.3
Diversity of Membership	1 - 5	3 - 5	3.8

Ranking of Group Process Factors

Across groups, group member responses to the coalition-building evaluation scale ranked the seven items (group process factors) as follows; group member understanding of desired outcomes and commitment of members were perceived as the strongest aspects of groups. Conversely, diversity of membership was considered the weakest aspect of most groups.

1. Member awareness and understanding of desired outcomes (4.55)
2. Commitment of members (4.5)
3. Communication among members/Resolution of turf issues and concerns (4.3)
4. Member understanding of goals/Effective leadership (4.25)
5. Diversity of membership (3.8)

Impact Measures

Impact Measures were used by BCL community-based planning groups to assess project impact in four target areas: (1) adult learners, (2) services development, (3) systems development, and (4) resource development. The following are excerpts from BCL group reports of project impact. (BCL group excerpts are identified by a site code number.)

Project Impact on Adult Learners

The degree of impact the project has had on the behavior (participation and retention) and learning outcomes of adult learners addresses a BCL Project desired outcome. BCL community-based planning groups reported the following:

- Our clients are receiving a much more organized and seamless intake. Because of the new networking and cooperation, clients are immediately referred to the agency that best fits their needs. We have found less frustration and fewer instances of client loss. (02)

- Adult students are getting into programs quickly because of the referral process. Getting them in quickly is helping with retention. Adult students are not doing the same assessments two or three times as they move among agencies because assessments are now traveling with students. (03)

Project Impact on Services Development

Changes occurring within groups, agencies, and organizations are necessary first steps toward establishing interagency collaboration. BCL community-based planning groups reported the following:

- Coalition members contact each other outside of meetings. Group members are being invited to serve on other committees. Client referrals are being made between agencies. (01)
- We have worked as a team on proposals. Agencies are changing their teaching strategies to better satisfy customer needs. Agencies are no longer afraid of turf issues when referring clients. (03)
- A change was made within one agency that was the direct result of its staff participation in the group. This change will enable the organization to share more information with other agencies. (05)
- The coalition is expanding its emphasis from the narrow view of literacy as only reading to lifelong learning of skills necessary to function in society. To meet this goal, the coalition is revamping its referral network to include more members to service the many needs of adults in the community. The scope of adult needs is also being redefined by the coalition. (11)

Project Impact on Systems Development

Changes occurring in how agencies, organizations, and groups work together are key to coordinating services and collaborating with other community-level and regional initiatives. BCL community-based planning groups reported the following:

- An informal network has been developed. Through the network, coalition members are sharing information. (01)
- As members respond to Requests for Proposals, they seek additional partners who enhance the services they are proposing. This has included a public-private partnership to provide literacy programs in the northern portion of the county. Group members are inviting other agencies to join the coalition. (01)
- A Visionary Committee has been formed to study the future needs of the county. Coalition members are the prime movers in this group. (02)
- Collaboration has resulted in the standardization of client intake forms and good planning. The coalition is working on county-wide problems such as transportation and child care. (03)
- Members of the coalition are developing collaborative programming on a more consistent basis and collaborative proposals are becoming a common approach. (07)

Project Impact on Resource Development

Maximizing the use of local resources and working together to acquire new resources are desired outcomes of community-based planning efforts. BCL community-based planning groups reported the following:

- When a grant opportunity arose, collaborators all suggested ways they could support the project instead of tension over who would get the grant. (05)
- Member agencies are contributing staff, time, and skills to the community-based planning effort. Agencies have been committed to the coalition and send alternates when designated staff cannot attend. Agencies often send more than one staff person to meetings. (01)

- Time for meetings is allocated by each member agency. Member agencies present mini-seminars, present five-minute updates, and search out guest speakers on relevant topics. An interagency directory has been published and distributed. (02)
- Time has been contributed to the group process. When working on proposals, group members are now asking other agencies to provide services rather than hiring new staff. (03)
- Group members have pledged staff time, postage, web space, and travel reimbursement. Location of meetings at the library indicates the library's interest in becoming more involved with other agencies. GED alumni, interested citizens, and parents have become involved. (05)

Successful Community-Based Planned Strategies

Based on evaluation reports, the following strategies have proven to be effective in establishing interagency collaboration and improving the delivery of adult learner services.

Strategy One: Rotation of group meetings, each meeting hosted by a different agency.
Results: Increased awareness and up-to-date knowledge of existing services; increased member ownership of coalition; more active participation of group members; increased commitment of members.

Strategy Two: Personal contact as a strategy to recruit new members.
Results: Increased and more active involvement of group members; more effective recruitment; increased member commitment and ownership.

Strategy Three: Member presentations and guest speakers at coalition meetings.
Results: Increased awareness and up-to-date knowledge of existing services, needs, resources, and adult learning issues and priorities; more active member participation;

increased member involvement in group focus.

Strategy Four: Production of interagency directories.

Results: User-friendly reference documents for service providers; better and faster client referrals; reference for community members and potential clients; research process valuable in terms of identifying all adult literacy stakeholders.

Strategy Five: Production of coalition brochures.

Results: Increased community awareness of the group and local services; some provide information that can be used for referrals; some provide phone numbers for clients to use to find out about services; some brochures focus on specific adult basic and literacy education services. (See Appendix C.)

Strategy Six: Publishing of coalition newsletters.

Results: Up-to-date information about programs and services, materials and resources, and professional development and client educational opportunities. Can feature success stories.

Strategy Seven: Collaborative proposals and programming.

Results: Agencies are seeking partners to enhance services they are proposing; agencies are not hiring new staff to provide services that are already offered by other agencies; private-public partnerships are being established; turf issues are being resolved.

Strategy Eight: Collaborative approaches to community-wide problems.

Results: Agencies are working together to solve transportation and child care problems.

Strategy Nine: Uniform intake forms, assessments, and procedures.

Results: Clients are entering programs more quickly; clients are less frustrated; agencies are experiencing increased client participation and retention in programs;

smoother client transition among programs; less duplicative paperwork.

BCL Training Materials and Resources

BCL training materials have been expanded to include successful community-based planning strategies in a mini-publication called, *Building Communities for Learning: Strategies for Community-Based Planning.*

Goal Five was attained and demonstrated the success of the BCL community-based planning groups in establishing interagency collaboration and improving the delivery of adult learner services.

CHAPTER EIGHT

BCL GOAL SIX

Goal Six: To encourage the establishment of community-based planning groups throughout the Commonwealth.

Objective

1. To conduct a BCL Forum, in conjunction with PSCAL, involving all 11 BCL sites and open to adult literacy providers and other adult learner stakeholders interested in learning about the BCL community-based planning initiative.

Three state-level presentations were made featuring the BCL project. In February 1998, six members from four BCL community-based planning groups (Fayette County, Lycoming County, Wyoming Valley, and Cambria County) and the Project Coordinator did a BCL presentation at the PAACE Mid-Winter Conference; in May 1998, the PSCAL Forum featured a BCL community-based planning presentation by Kim Hawk (Fayette County); and, also in May 1998, the Project Coordinator featured the BCL project in a presentation at the 14th Annual Service Delivery Area *Employment, Training, and Education Conference*. At the regional level, two members from two BCL community-based planning groups (Fulton County and Huntingdon County) and the Project Coordinator presented the BCL Project to a PDC advisory group and Kim Hawk (Fayette County) did a BCL presentation at the 6th Annual Inter-Regional Conference. (See Appendix B.)

Goal Six was attained in part due to changes in the focus of the PSCAL Forum that resulted in a BCL presentation at that Forum. Goal Six was also exceeded in the additional number of presentations of the BCL Project.

CHAPTER NINE

PROCEDURES

1. Coordination of the BCL Project began with a competitive Request for Proposals process that was developed and conducted during August, September, and October 1997.

2. Proposals were reviewed and rated by a PSCAL review committee and five BCL Grants were awarded in November 1997.

3. Continuation Grants were awarded to three 1996-97 BCL sites (Cambria County, Carbon County, and Pittsburgh Neighborhood Learning Collaborative) in August 1997.

4. It was decided to temporarily eliminate the fourth 1996-97 site from the project for reasons described in Chapter Four.

5. The three Mentoring Communities continued to provide their 1996-97 BCL community-based planning groups with technical assistance and support.

6. Mentoring Communities were also matched with a 1997-98 BCL site and, in partnership with the Project Coordinator, provided the new grantees with immediate, on-site training in basic collaboration and community-based planning strategies.

7. The Project Coordinator provided two new sites, not matched with a Mentoring Community, with additional training and ongoing technical assistance.

8. The Project Coordinator encouraged BCL groups to become actively involved in PDC activities and serve as models for community-based planning within their PDC regions.

9. The Project Coordinator informed BCL sites of state and regional resources, such as AdvancE and the Western Pennsylvania Literacy Resource Center, that could be of

assistance to them and, in turn, encouraged BCL sites to serve as community-based planning resources.

10. The Project Coordinator and BCL sites presented the BCL Project to a variety of adult basic and literacy education audiences.

11. The Project Coordinator collected data and reported findings in an effort to (1) help BCL sites establish interagency collaboration and begin community-based planning efforts and (2) expand the scope of BCL training and technical assistance expertise, materials, and resources.

12. The Project Coordinator produced (1) a 1997-98 BCL Final Report, (2) an exportable BCL training package, *How To Establish a Community-Based Planning Group: Interagency Collaboration to Improve the Delivery of Adult Basic and Literacy Education Services*, and (3) a training resource featuring successful community-based planning strategies, *Building Communities for Learning: Strategies for Community-Based Planning.*

CHAPTER TEN

EVALUATION

BCL community-based planning sites completed Mid-Year and End-of-Year Questionnaires. Across BCL groups, the questionnaires revealed the following.

Group Membership

Recruiting group members is the first and ongoing goal of all BCL community-based planning groups. Group membership is growing in all BCL sites. Personal contact appears to be the most effective recruitment strategy.

Membership in most groups includes representatives from adult literacy, higher education, school districts and Intermediate Units, employment and job training programs, libraries, county assistance offices, and human resource agencies. Some coalitions also include group members from the media and economic development organizations. A few groups include county commissioners, interested community members, and adult learners.

All groups expressed some degree of dissatisfaction with the diversity of agencies represented within their group membership. All are striving to gain greater involvement from business and industry.

In general, group members are reported to be very committed to the coalition and its goals. In some groups, there is a core of active members who attend every meeting or send an alternate when they cannot attend. The following table illustrates the scope of active members within BCL groups.

Interagency Collaboration: Diversity of Active Members

	01	02	03	04	05	06	07	08	09	10	11
Adult Literacy Councils		1	1	1			1	1	1	1	1
Other ABE/GED/ESL				1				3			2
Vo-Tech Schools & Career & Tech Ctrs	2	1	1	1	1	1					
County Assist Offices/DPW			1	1	1			1		1	
Welfare-to-Work	1		1	1			1		1		
Family Ctrs/Literacy	1	1	1	1	1	1	1			1	1
Employment and Training/JTPA	1	1	1	1	1	2	1	3		1	1
Adult Ed/Schools			1				1	2			
O of Voc Rehab			1				1			1	
Job Centers	1	1	1		1	1					
Private Industry Cs			1					1		1	
School Dist/IUs			1		1	4	1	3			1
Higher Education	2	1	1			1	1	3		1	3
Community Econ Planning & Dev	1		1				1	2			
Media						1		4			2
Housing Authorities			1			1	1				2
Libraries		1		1	1		1	3			
Corrections Ed						1	1	2			
Business/Industry	1			1	1	3		2			
United Way/ Human Resource	1		1		1		2	4		2	2
YMCA/Senior/RSVP					1			3			1
Cty Info/Referral					1	1				1	
Cty Commissioners		1	1				2				
Comm Collaboratives	2	1	1	1	1	1	1	1	1	1	1

Group Leadership

Across sites, coalition leadership remained the primary responsibility of one agency although most groups are working towards a shared leadership structure. Leadership agencies across BCL community-based planning groups included:

3 higher education institutions
2 community action agencies
2 vocational-technical schools (ABE/GED programs)
1 literacy council
1 adult education/job training agency
1 family center
1 school district
1 corrections education program
1 RSVP program
1 Private Industry Council

Local and Regional Coordination/Collaboration Across Sites

The majority of BCL community-based planning groups are involved locally with Career Development Marketplace efforts and School-to-Work Partnerships.

BCL Sites	01	02	03	04	05	06	07	08	09	10	11
Local Involvement with Career Development Marketplace	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes

BCL Sites	01	02	03	04	05	06	07	08	09	10	11
Local Involvement with School-to-Work	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No

Site-Specific Data Collected from Mid-Year and End-of-Year Questionnaires

BCL community-based planning groups completed a Mid-Year and an End-of-Year Questionnaire. Group member responses to questionnaires revealed the following.

BCL Site-01

Active Membership

Membership has increased over the last year. Typically, there was a new person attending each meeting. It was through word-of-mouth that most people heard of the group and called to inquire. Of those who inquired, all attended meetings and retained an interest in what was occurring in the group. The group began with 16 people and now has 25 members. Group member participation varied, although there was a core group that attended every meeting and sent an alternate when it was necessary.

The core group of members includes adult education, welfare-to-work, and employment and job training programs; a vo-tech school (adult education program); a career and technology center; higher education institutions; human resource agencies; the job center; a family center; an economic development organization; and private industry. Leadership is the primary responsibility of the vo-tech school and the career and technology center.

Attainment of Group Goals

The group was very productive over the course of the past year, which was the second year of the coalition. The first year identified the need to redefine the geographic boundaries of the group in order to build the stakeholder constituency. At the beginning of the second year, the coalition established a mission and agreed on group goals that focused on developing relationships among agencies. Coalition members discussed how to best serve the needs of adult learners and decided that the first step was to increase agency awareness and knowledge of local services. In order to attain these goals, the group visited a different agency each month to become familiar with the physical setting and mission of each program. The purpose was to encourage and enable capacity building. Speakers were also invited to present overviews of state, local, and regional initiatives (such as the Career Development Marketplace System) and to discuss topics of relevance (such as an interactive databases of agencies).

The coalition decided that the next step was to identify a project that had the potential to benefit all agencies. The project was a newsletter and brochures that would serve all agencies. The newsletter has been published and distributed to group members, non-member agencies, and clients. It contains announcements of opportunities that can benefit clients, such as career fairs, open houses, and other educational activities. A series of brochures are planned: each brochure will focus on one type of adult basic and literacy education program and will list all agencies providing that service. The first brochure featured all the agencies that offer GED programs. It was placed in community and agency sites throughout the county. It has already assisted group members in referring clients to the GED program closest to them.

Local and Regional Coordination/Collaboration

The group has begun to establish networks which have resulted in sharing information about grant opportunities, writing letters of support for grant proposals, and regular communication and collaboration outside of group meetings.

BCL Site-02

Active Membership

Membership includes 55 agency representatives. Participation at meetings has been excellent and often includes visitors. Members include the adult literacy council, a vo-tech school, a community college, Head Start, county commissioners, the job center, JTPA, and the public library. Leadership has been the primary responsibility of the adult literacy provider, but due to the retirement of the adult literacy program director, Head Start has assumed the responsibility for group leadership. An Executive Committee meets bimonthly to discuss preliminary goals which are acted on at regularly scheduled bimonthly group meetings.

Attainment of Group Goals

A public relations campaign and marketing were goals this past year. An interagency directory was produced this past year as part of their public relations drive. The coalition has used various marketing media, including radio and television spots, and has marketed its message to new geographic areas in the county.

Local and Regional Coordination/Collaboration

The group is working on a Legislative Breakfast, scheduled for September 1998, to celebrate the coalition's anniversary. The coalition has become an adjunct of the county's Interagency Council.

BCL Site-03

Active Membership

Membership is a diverse representation of adult learner stakeholders including adult educators, directors or line staff of human service organizations, economic development specialists, institutions of higher learning, literacy council staff, the

Chamber of Commerce, and the Private Industry Council. The goal to increase local business involvement continues to be a challenge.

Leadership is the primary responsibility of the community action agency. Group process is effective and includes a subcommittee structure. Group member commitment is strong.

Attainment of Group Goals

The coalition has achieved positive results from interagency collaboration and community-based planning. Most importantly, clients are now able to enter programs more quickly and can navigate among services without repeating the same intake assessments. As a result, clients are less frustrated and participation and retention appear to be increasing.

Through cross-trainings and information-sharing within the coalition, agencies have become more effective at serving the needs of clients and, in fact, some agencies have actually changed their teaching strategies to better satisfy customer needs.

Local and Regional Coordination/Collaboration

Intake forms have been standardized across agencies to the degree possible and service providers have streamlined their intake procedures. Collaborative efforts have resulted in a system that allows clients to take much of their paperwork with them as they move from agency to agency.

The coalition arranged a meeting between the adult literacy council and county commissioners to increase local government awareness of the needs of adult learners. The group has been involved with the local School-to-Work Partnership since its inception and is an integral part of local Career Development Marketplace planning.

BCL Sites-04

Active Membership

Group membership includes the adult literacy council, the public library, a JTPA employment and training program, a vo-tech school, a family center, private industry, the county assistance office, and a welfare-to-work program. Leadership is the primary responsibility of the family center.

Attainment of Group Goals

The coalition attained two goals during its first year. The first goal was to identify and assess literacy needs in the county. The group has more clearly defined the needs of the county and has worked to develop strategies to address those needs. It has also identified needs within existing services and is working cooperatively to resolve those issues. This will be an ongoing goal.

A second goal was a publicity campaign to increase interest and participation in adult literacy services. The public library has been designated as the centralized site for accessing literacy services available in the county. A brochure was designed and produced with a local number (at the library) for potential learners to call. The group is mailing the brochure to every residence in the county (just over 6,000). Public Service Announcements over local radio stations are planned to promote literacy services.

The third goal is underway. The group is working with local industry to determine and address their specific literacy needs.

Local and Regional Coordination/Collaboration

The coalition has become part of the county's Family Service Systems Reform Initiative as a collaborative effort to improve the delivery of adult education services. The group is involved in local Career Development Marketplace planning.

Active Membership

Coalition membership is a strong of representation of both private and public sectors of the community and includes interested citizens and GED graduates. Specifically, group members include Even Start, the job center, a JTPA agency, a local college, the public library, human resource agencies, an Intermediate Unit, and representation from the School-to-Work Partnership, the Family Service Systems Reform Collaborative Board, and the county's Educational Consortium. The coalition is in the process of recruiting the County Board of Assistance, Children and Youth, and several small business owners.

Attainment of Group Goals

The group is newly established and is working on goals related to increasing awareness of adult literacy needs and knowledge of existing services. The coalition is in the process of developing an outreach and awareness campaign that will begin in August 1998.

Local and Regional Coordination/Collaboration

The increased collaboration, even at this early stage of the group's development, has resulted in several positive outcomes. Collaborative activities positioned the coalition for a grant opportunity which required a planning and collaboration process. The role of the local Information and Referral Service was broadened to include education opportunities for adults. The coalition has become involved in the community planning for the regional Career Development Marketplace and members of the group have become more involved in the Family Service Systems Reform collaborative efforts.

BCL Site-06

Active Membership

Membership includes three school districts, private business, Department of Public Assistance, a business college, employment and training program (JTPA), the county Child and Adult Development Corporation, Head Start, the housing authority, the county's Information and Referral Service, the public library, the School-to-Work Partnership, the job center, cooperative extension, a state corrections institution, the media, an Intermediate Unit, and the Salvation Army.

Attainment of Group Goals

The coalition set and attained five goals during its first year. The group conducted a job fair, established a web site, produced a coalition brochure, reestablished GED testing for the county, and conducted a public relations campaign through a variety of informational and promotional mailings.

Local and Regional Coordination/Collaboration

The coalition collaborated with the local School-to-Work Partnership in the planning of the job fair. The group also became involved with the state correctional institution's Vocational Advisory Committee.

BCL Site-07

Active Membership

Membership in the coalition has remained diverse, consistent, and strong over the past three years. Members include representatives from welfare-to-work, employment and job training (JTPA), and adult education programs; adult literacy; the school district; the county prison system; a technical college; economic and development services; OVR; the housing authority; the PA Department of Health; and

Head Start. However, recruiting more active involvement of business remains a challenge.

Group leadership is the primary responsibility of an adult education/job training organization. Subgroups have been established and have enhanced both participation and productivity.

Attainment of Group Goals

The group achieved more tangible results this past year than in previous years. A coalition brochure was produced and a coalition conference was conducted. In addition, the coalition will be developing the goals and objectives for the adult education component of the county's Planning Commission's marketing presentation.

Another interagency collaboration success has been the cooperative development of proposals. Three proposals were produced as a result of the coalition's collaborative partnerships.

Local and Regional Coordination/Collaboration

A new group goal was set and is an ongoing effort to participate in other community collaboratives. The coalition has continued its involvement in the local School-to-Work Partnership and is represented on the Career Development Marketplace Steering Committee.

BCL Site-08

Active Membership

Membership includes adult literacy agencies, higher education institutions, human resource agencies, libraries, local business, school districts, an Intermediate Unit, adult education programs, employment and training programs, the media, the county assistance office, and economic development organizations.

Leadership is the primary responsibility of a local college and a local chapter of RSVP. The group structure includes an Executive Committee that meets between coalition meetings.

Attainment of Group Goals

The major goal for the past year was to increase community awareness in an effort to increase group membership. The target activity to attain this goal was a welfare-to-work public relations initiative. The coalition planned a breakfast and panel discussion to highlight the impact of welfare reform on adult literacy, to educate the community about literacy and the need for adult services to assist clients in reaching their goal of self-sufficiency, and to emphasize the importance of English as a Second Language. A panel of experts was featured to speak on various facets of moving welfare recipients into the workforce. Business, social service, government, and other community leaders were invited to attend the presentation.

Local and Regional Coordination/Collaboration

The coalition is working to gain more active involvement of the business community including welfare-to-work and workplace literacy programs and the Private Industry Council. The group is also participating as part of the local Human Resources Development Group.

BCL Site-09

Active Membership

Membership includes adult learning programs, job training programs, social services, local government, health care, economic development organizations, and local businesses.

Attainment of Group Goals

The goals for the past year were to create awareness and increase knowledge of existing services and to increase client referrals. Research on existing services was conducted and an interagency directory was produced in an easy-to-use reference format.

BCL Site-10

Active Membership

Membership includes employment and training programs, the Private Industry Council (PIC), OVR, family and child services, the adult literacy council, the county assistance office, a higher education institution, social services, and human resource agencies. The PIC provides the primary leadership for the coalition.

Attainment of Group Goals

The group is newly established and, as such, goals focused on recruiting members. It was decided that the coalition should be strong county-wide and that the most effective way to recruit members is through personal contact. Each group member was given a list of potential members to contact personally. A second goal is to have each new member recruit two additional members.

The coalition is exploring a possible strategy to obtain county-wide involvement through the establishment of satellite groups that would meet between coalition meetings.

Local and Regional Coordination/Collaboration

The coalition is involved in the county's Career Development Marketplace planning.

BCL Site-11

Active Membership

Membership includes adult literacy, human resource agencies, two universities and a community college, the media, Head Start, the housing authority, RSVP, ALTA, an intermediate unit, and employment and training programs. The two universities provide the primary leadership for the group.

Attainment of Group Goals

The coalition has done an outstanding job of expanding the focus of the group from reading instruction to lifelong learning and a broader and more current definition of literacy. The group has changed its name from "literacy coalition" to "learning coalition" to reflect its new direction. The coalition is currently reviewing its original mission and goals and will update them accordingly.

This change has not been easy and some members are still reluctant to accept new ideas. There is, however, a core of members who have a vision for the future and who are working diligently to increase the awareness and gain the commitment of all coalition members.

A coalition logo contest is being conducted to generate a new image of the coalition and to send a message to the community. A local newspaper is publicizing the contest and two local artists will judge entries. The group is planning a public relations campaign to publicize and promote the contest.

CHAPTER ELEVEN

DISSEMINATION PROCEDURES

Sources of dissemination for BCL Project reports and training materials are: the Bureau of Adult Basic and Literacy Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126; AdvancE State Literacy Resource Center, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333; and the Western PA Adult Literacy Resource Center, 5347 William Flynn Hwy, Rt. 8, Gibsonia, PA 15044-9644.

Ongoing efforts will be made to further integrate community-based planning into the professional development opportunities offered through PDCs. PSCAL will continue to promote its BCL Project through its forums and membership networks. A follow-up presentation will be proposed for the 1999 PAACE Mid-Winter Conference. BCL sites and the Project Coordinator will continue to make presentations about the BCL Project at regional and state meetings and conferences.

CHAPTER TWELVE

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Interagency collaboration and community-based planning do produce positive outcomes and have improved the delivery of adult learner services. Agencies are improving the services they provide and seamless transitions among services have been developed. As a result, adult learners are receiving more efficient and effective services and client participation and retention are increasing.

However, collaboration is not easy to establish among agencies and successful community-based planning is based on interagency collaboration.

Recommendations

1. Promote interagency collaboration and community-based planning with incentives for agency involvement in collaborative efforts.
2. Assist communities in the establishment of collaborative planning groups.

- Recognize that communities are at different degrees of community readiness for change and interagency collaboration.

3. Guide communities in building constituencies comprised of diverse representations of stakeholders serving the multiple needs of clients.

- Allow communities adequate time to build constituencies of adult literacy stakeholders committed to long-term efforts.

4. Guide community-based planning groups in the development of coordinated and comprehensive delivery systems of services that will ultimately improve adult learner outcomes.

5. Provide sufficient external support that includes training and ongoing technical assistance, as well as funding.

- Provide training and technical assistance according to the site's developmental needs and according to local judgment as to the appropriateness of help that is offered.

6. Promote local ownership and control.

REFERENCES

The Annie E. Casey Foundation. *The Path of Most Resistance: Reflections on Lessons Learned from New Futures.* Baltimore, MD.

Applebee, G. (1993). *Building Successful Coalitions.* Cornell Cooperative Extension.

Bergstrom, A., Clark, R,. Hogue, T., Slinski, M., & Perkins, D. (1995). *Collaboration Framework: Addressing Community Capacity.* Cooperative States Research Education and Extension Service.

APPENDIX A

BCL COMMUNITY-BASED PLANNING SITES

Building Communities for Learning

1995-96 BCL Pilot Sites

Fayette County Literacy Coalition
c/o Kim Hawk
137 North Beeson Avenue
Uniontown, PA 15401
phone: (724) 437-6050 ext 226
fax: 724-437-4418

Lycoming County Adult Education Coalition
c/o Dan Merk
STEP, Inc.
Lincoln Street, P.O. Box 3568
Williamsport, PA 17701-8568
phone: (717) 326-0587
fax: 717-322-2197

Wyoming Valley Literacy Coalition
c/o Dr. Carol Moutray
King's College
133 N. River Street
Wilkes-Barre, PA 18711-0801
phone: (717) 826-5900 ext. 5361
fax: 717-825-9049
e-mail clmoutra@rs01.kings.edu
also Dr. Doug Lynch
Wilkes University
Education Department, Box111
Wilkes-Barre, PA 18766
phone: (717) 831-4687
fax: 717-831-7860

1996-97 BCL Sites

Carbon County Adult Education Planning Committee
c/o Bernetta Frantz
Carbon County Head Start
150 W. Phillips Street
Coaldale, PA 18218-1499
phone: (717) 645-7578
fax: 717-645-9840
e-mail: cchs@ptd.net

Northern Cambria County Building Communities for Learning
c/o Lee Burket
Admiral Peary AVTS
948 Ben Franklin Hwy.
Ebensburg, PA 15931
phone: (814) 472-6490
fax: 814-472-6494

Community-Based Planning Sites

Pittsburgh Neighborhood Learning Collaborative
c/o Susan Gove
Custom Conference Development
729 Washington Road
Pittsburgh, PA 15228
phone: (412) 431-5087
fax: 412-531-9502
e-mail: susangove@aol.com

1997-98 BCL Sites

Fulton County
c/o Adrienne Smyth
Fulton County Center for Families
PO Box 461
McConnellsburg, PA 17233
phone: (717) 485-5038

Greene County Literacy Coalition
c/o Barbara Mooney
Community Action Southwest
22 W. High Street
Waynesburg, PA 15370
phone: (724) 852-2893
fax: 724-627-7713

Huntingdon County Adult Basic and Literacy Coalition
c/o Cathy Grieb
RD 1, Box 318
Alexandria, PA 16611
phone: (814) 669-4580
also Geoff Lucas
SCI-Smithfield
RD 1, Box 318-A
Huntingdon, PA 16652
phone: (814) 643-6520

Montgomery County Literacy Network
c/o Janis Glusman
RSVP
531 Plymouth Road, Suite 517
Plymouth Meeting, PA 19462
phone: (610) 834-1040
fax: 610-834-1087

PIC of Westmoreland/Fayette, Inc.
c/o Tami Ozegovich
531 S. Main Street
Greensburg, PA 15601
phone: (724) 836-2600

APPENDIX B

BCL PRESENTATIONS

South Central Professional Development Center

MCIDC Plaza Building 58, 6395 SR103 North
Lewistown, PA 17044
Phone: (717) 248-4942 Fax: (717) 248-8610

AGENDA

Advisory Committee Meeting
Harrisburg State Hospital
May 20, 1998, 10:00 a.m. - 1:00 p.m.

Featured Presentation:

Building Communities for Learning

Guest Speakers: Sheila Sherow, Geoff Lucas, Father Joseph Orr
Huntingdon Cty Fulton Cty

The Year in Review

- ◊ Training Modules
- ◊ Learning Differences Training
- ◊ Learning from Practice
- ◊ EQUAL
- ◊ Annual Training Report to Program Directors in July

Your Turn (Input Session)

The Year Ahead

- ◊ New Training Modules
- ◊ Specialized Dr. Cooper Training
- ◊ ABLE Net Master Technology Training & Master Trainer and Point of Contact Recruitment
- ◊ Technology Planning and Equipment Sharing Clearinghouse
- ◊ Literacy Pro/Edvantage Pro Database Training
- ◊ Regional PALPIN Institute

PDC Newsletter (Working Group)

Schedule Future Advisory Meetings

Lunch

BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

Serving Adams, Bedford, Blair, Cumberland, Dauphin, Juniata, Huntingdon, Franklin, Fulton, Mifflin, Perry and York Counties

Carol Molek
Program Director
carcarm@acsworld.net

Suzanne Fisher
Trainer
AEJTC1@acsworld.net

Sheree Goss
Operations Coordinator
AEJTC2@acsworld.net

Sara Plantz
Training/Technology Coordinator
scpdc@acsworld.net

PAACE
Building Communities for Learning Panel

Fayette County
Kim Hawk
    Director of Family Development
    Fayette County Community Action Agency
Lori Jacobs
    Education Project Manager
    Fayette County Community Action Agency

Lycoming County
Dan Merk
    Director of Adult Training and Education Program
    STEP, Inc.

Northern Cambria County
Lee Burket
    Adult Education Coordinator
    Admiral Peary Area Vocational-Technical School
Leonard Shurin
    Career Development Counselor
    Johnstown Vocational-Technical School

Wyoming Valley
Carol Moutray
    Assistant Professor of Education and Director of the Graduate Reading Program
    King's College

BCL Project Coordinator
Sheila Sherow
P.O. Box 501
Millheim, PA 16854
(814) 349-2444
e-mail: sms20@psu.edu

THE 14TH ANNUAL
SERVICE DELIVERY AREA

EMPLOYMENT, TRAINING AND EDUCATION CONFERENCE

MAY 20, 21 & 22, 1998

HERSHEY LODGE AND CONVENTION CENTER

THE PENNSYLVANIA
WORKFORCE

TEAMWORK-IN-ACTION

Sponsored by
Pennsylvania Partners
and the Pennsylvania Departments of
Public Welfare
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and the U.S. Department of Labor

CONFERENCE HANDBOOK

APPENDIX C

BCL BROCHURES

Interested in tutoring?

I would like to help others *__READ__* *better.* ☐

NAME ______________ TELEPHONE ______________

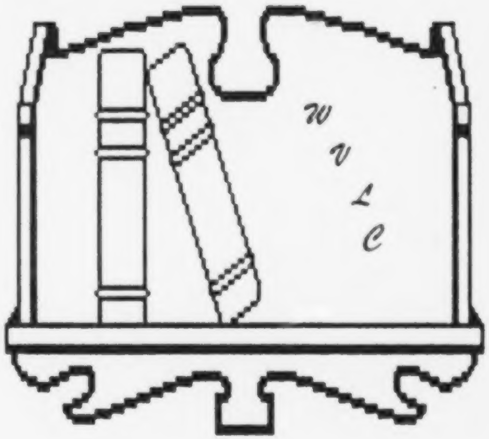
ADDRESS ______________

CITY ______________ STATE ______ ZIP ______

Wyoming Valley Literacy Coalition Mission Statement:

- • • • *to act as a clearing house for literacy information*
- • • • *to publicize literacy events*
- • • • *to share questions, concerns and experiences for literacy advancement*
- • • • *to work as a collective organization for reporting, documenting and referring Wyoming Valley literacy needs*

Wyoming Valley Literacy Coalition



The Wyoming Valley Literacy Coalition is an organization of approximately 40 area agencies and 8 Education/Reading Consultants. The Coalition acts as a forum to support literacy advancement in the Wyoming Valley. It was founded in 1993 through the efforts of the combined Wilkes University Offices of Student Community Service and the Wilkes Literacy Corps.

Recently the Coalition has been housed in the United Way office through the auspices of the Volunteer Action Center.

The membership is comprised of organizations, agencies and individuals who are concerned with Literacy. They deliver literacy services, refer for literacy improvement, or are literacy related.

The Coalition seeks to give mutual support to the literacy servers who are working to improve literacy levels of the residents of the Wyoming Valley.

WYOMING VALLEY LITERACY COALITION MEMBERS

ACT I Inc.
ALTA/IDEA Luzerne Co. Comm. College
Cath. Soc. Serv. Refugee Assist. Prog.
Catholic Youth Center
Community Counseling Services
Deutsch Institute
Developing Communities for Success
Educational Opportunity Center
Educ. Success for Homeless Children
Family Action Network
The Greenhouse Center
Head Start
Homework Clubs, "Project Empower"
Jewish Family Service
JTPA Program/Luz. Intermed. Unit #18
King's Volunteer Services
Luzerne County Assistance Office
Luzerne Co. Correctional Fac./ LIU #18
Luzerne County Housing Authority
Luzerne County Reading Council
Luzerne Intermediate Unit #18
McGlynn Learning Center
Mercy Services
MIED Tutorial Center
Mineral Springs
Newspapers in Education:
The Citizens' Voice
The Times Leader
Osterhout Free Library
Penn State Cooperative Extension
R.S.V.P
Salvation Army
S.P.O.C.
Volunteer Action Center
Volunteers of America
Wilkes-Barre Area School District
Wilkes-Barre Housing Authority
Wilkes University - Literacy Corps
Wilkes Univ. Student Comm. Service
WVIA-TV
Wyoming Valley Job Center
Wyoming Valley Literacy Volunteers
Wyoming Valley Literacy Coalition
YMCA

Wyoming Valley Literacy Coalition
c/o Wilkes University
PO Box 111
Wilkes-Barre, PA 18766

YOU CAN GET HELP

- ☆ Reading
- ☆ GED (H.S. Equivalency)
- ☆ English (ESL)

IMPROVE YOURSELF

- ☆ become a better parent
- ☆ qualify for a better job
- ☆ read menus
- ☆ shop smarter
- ☆ and reach your goals

There are over 30 programs listed in this brochure.

Call one today!

To get help in other areas:

Bucks County	215-345-8322
Delaware County	610-876-4811
Chester County	610-363-0884

The Montgomery County Literacy Network

The Montgomery County Literacy Network serves as a communication link for county literacy providers. There are over 30 programs in the county for adults, offering ABE-Adult Basic Education, GED-General Education Development (High School Equivalency Diploma), and ESL-English as a Second Language. Most are one-on-one tutoring; others offer small-group instruction or classes. Many programs are free or have a low cost. Our goals are to put the *Learners* in touch with *Providers, to* create a fund for study materials and newsletters, to hold seminars, and to start new programs throughout the county.

Tutors are needed!

If you would like to help someone learn to read, or to receive more information about the Montgomery County Literacy Network, call Mary at the Montgomery County - Norristown Public Library, 610-278-5100, ext. 24 or Diana at the Wm. Jeanes Library, 610-828-0441.

Volunteer training is available.

Montgomery County
Literacy Network

Printed by
RSVP - Retired and Senior Volunteer Program of Montgomery County and the Montgomery County - Norristown Library

In cooperation with
Adelphia Cable
CADCOM
Wm. Jeanes Memorial Library
Montgomery County Community College
Wissahickon Libraries/Blue Bell and Ambler
Delaware Valley Reading Association

Learn to Read

in Montgomery County

Montgomery County Literacy Network

Eastern Area

Abington, Ambler, Cheltenham, Upper & Lower Moreland, Lower Gwyned, Hatboro, Horsham, Springfield, Upper Dublin

Abington Free Library
215-885-5183 - ABE, pre-GED, ESL, Math

Ambler Area YMCA
215-628-9950 - ABE, ESL

Beaver College Literacy Corps
215-572-2962 - ABE, ESL, Family Literacy

Cheltenham Township Adult School
215-887-1720 - ESL, GED

Cheltenham Township School District
215-881-6410 - ABE

Elkins Park Library
215-886-1865 - ESL

Hatboro-Horsham School District
215-7928 - ESL, GED

Manor Junior College
215-885-2360 - GED

North Hills GED Job Readiness Program
215-887-5877 - GED

Philadelphia Council of the International Reading Association
215-242-0294 - ESL

Upper Dublin Adult Basic Education
215-576-3273 - ABE, GED, ESL

Willow Grove Literacy Program
215-576-1878 - ABE, ESL, GED

Wissahickon School District
215-628-1619 - ABE, ESL

Central Area

Bridgeport, Conshohocken, East Norriton, Lower Providence, Norristown, Plymouth, West Norriton, Whitemarsh, Whitpain, Worcester

ACLAMO
610-277-2570

Center for Innovative Training & Education
610-292-5033 - ABE

Department of Public Assistance
610-270-3500 - ABE, ESL

Eagleville Hospital
610-539-6000 Ext. 501 - ABE, GED

Employment and Training Foundation
610-275-4576 - ABE, GED

Literacy Council of Norristown
610-292-8515 - ABE, GED,ESL, Math

Montgomery County Correctional Facility
610-630-9390 - ABE, GED

Montgomery County OIC
610-279-9700 - ABE, GED, ESL, Math

Montgomery County Training and Employment Program
610-270-3425 - ABE, GED

Norristown Adult Evening/Day School
610-631-0640 - ABE, GED, ESL

William Jeanes Memorial Library
610-828-0441 - ESL

Colonial School District
610-825-1501 - ESL

Main Line Area

Upper and Lower Merion

Ardmore Library
610-642-5187 - GED, ABE

Center for Alternative Learning
610-525-8336 - ABE, GED, ESL, Math

Western Area

Collegeville, Douglass, Green Lane, New & Upper Hanover, Limerick, Marlborough, Pennsburg, Perkiomen, Pottstown, Upper Providence, Upper/Lower Frederick, Upper, Lower & West Pottsgrove, Red Hill, Schwenksville

Montgomery County Training & Employment Program
610-326-9050 - ABE, GED

Center for Innovative Training & Education
610-326-1720 - GED

Western Center for Technical Studies
610-489-7272 - ABE, GED, Vocational Studies

Pottstown YWCA
610-323-1888 - ABE, GED, ESL, Family Literacy

Prison Literacy Project-Graterford Prison
215-925-3010 - ABE, ESL

The Open Line
215-679-4112 - ABE, GED, Math

Northern Area

Hatfield, Lansdale, Montgomery, North Wales, Franconia, Salford, Upper & Lower Salford, Souderton, Towamencin, Upper Gwynedd

Indian Valley Opportunity Center
215-723-5430 - ABE, GED, ESL

North Penn Literacy Program
215-368-0400 - Referrals

CODES

ABE:	Adult Basic Education
GED:	General Education Development (H.S. diploma equivalency test)
ESL:	English As a Second Language

HUNTINGDON COUNTY ADULT EDUCATION & LITERACY COALITION

Target on Learning

- ABE
- Self - Esteem
- Family Literacy
- Adult Basic Education
- Employment Training
- Financial Management
- Parenting
- GED

Aim for Success

SERVICE PROVIDERS

- **ALTOONA AREA SCHOOL DISTRICT**

Address : 4500 6th Ave.
Altoona, PA 16602
(814)946-8330

Contact Person(s) : Janet Schmittle

Evening Classes :
Mt. Union High School
Tussey Mountain High School
Tyrone High School

Special Feature(s) :
- GED Test offered monthly at Altoona Area High School

* * * * * * * * *

- **EMPLOYMENT & TRAINING, INC.**

Address: RD #4, Box 206A
Huntingdon, PA 16652
(814)643-3093

Contact Person(s) : Lois Heart
Peg Boozel

Schedule of Classes :
Monday 5pm - 8pm - Rockhill Church of the Brethren Rockhill, PA
Monday 5pm - 9pm - E & T Office
Thurs. Non - 4pm - E & T Office
Tuesday 5pm - 9pm - United Methodist Church Parsonage 15 W. Shirley St. Mt. Union, PA

Special Feature(s) ;
- Transportation and childcare provided at the Rockhill site only.

SERVICE PROVIDERS

- **HUNTINGDON COUNTY CHILD AND ADULT DEVELOPMENT CORPORATION**

Address: Juniata Avenue & 6th St.
Huntingdon, PA 16652
(814)643-5199

Contact Person(s): Sandy Carowick

Schedule of Classes:
Crawford Apartments
Huntingdon - Mon. 12 - 3; 6 - 9;
Wed. 9 - 12
Chestnut Terrace
Mt. Union - Tues. 6 - 9;
Thurs. 12 - 3, 6 - 9
Church of the Brethren
Rockhill - Monday 5 - 8

Special Feature(s):
- Free transportation / Childcare available
- Free Books & supplies
- Adult Basic Education Services
- GED prep for Head Start Parents

* * * * * * * * *

- **JUNIATA VALLEY HIGH SCHOOL**

Address: RD #1, Box 318
Alexandria, PA 16611
Phone: (814)669-4580

Contact Person(s): Cathy Grieb

Schedule of Classes:
Mon & Wed 6:00 - 9:00 pm
JVHS Rm 17
Tuesday 1:00 - 3:00 pm
Memorial Library Alexandria

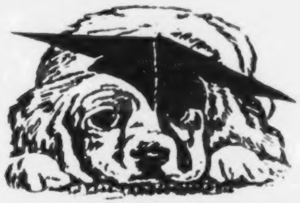
Special Feature(s):
- Small Groups
- Individual Attention

MORE INFORMATION

- All adult education services are provided free of charge.
- All programs are available to anyone over the age of 17.
- You can start any of these programs anytime.
- Computer - assisted instruction is available.
- All providers offer individual & small group instruction.
- Huntingdon County Adult Education & Literacy Coalition sponsors GED testing in Huntingdon County.
- Feel free to contact any of the agencies involved with the coalition.

MISSION STATEMENT

To encourage collaboration among literacy providers, adult educators, support services and business / industry for the purpose of promoting existing adult education services to the residents of Huntingdon County.



AGENCIES INVOLVED

- *Altoona School District*
- *Berg Electronics*
- *Department of Public Assistance*
- *DuBois Business College*
- *Employment and Training, Inc. (JTPA)*
- *Huntingdon Area School District*
- *Huntingdon Career & Technology Center*
- *Huntingdon County Child and Adult Development Corporation/ Project Reach / Head Start*
- *Huntingdon County Housing Authority*
- *Huntingdon County Information and Referral*
- *Huntingdon County Library*
- *Huntingdon County School-To-Work Initiative*
- *Job Center*
- *Juniata Valley School District*
- *Mead Products, Blair Division*
- *Mount Union Area School District*
- *O.C. Fiberglas*
- *Penn State Cooperative Extension*
- *SCI - Smithfield*
- *South Central Regional Dev. Center*
- *Southern Huntingdon County School District*
- *The Daily News*
- *The Salvation Army*
- *Tuscarora I U II*

GOALS

- To encourage collaboration among adult educators and literacy providers and to establish a communication bridge so that all providers speak with one voice to literacy and adult education issues within the county.

* * * * * * * * *

- To steamline the existing referral system, to provide better use of resources in order to facilitate access to services, and to maintain a listing of literacy and basic educational services available to adults in Huntingdon County.

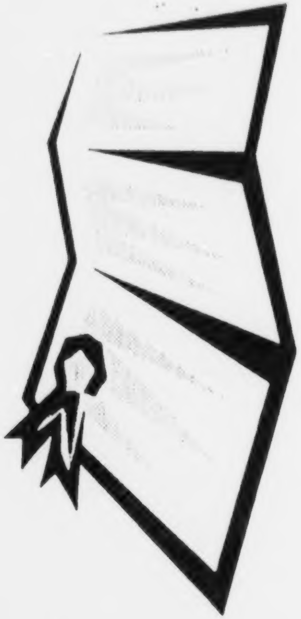
* * * * * * * * *

- To promote greater and continued participation of a broad base of representatives from both the public and the private sectors by providing program support and encouraging everyone to appreciate the value of continuing education.

Draft

GED

General
Educational
Development



in Cambria County

Class Locations

GED Classes

Following is an alphabetical list of locations where GED classes are held. You can call the locations for enrollment information.

Admiral Peary AVTS
948 Ben Franklin Highway
Ebensburg, PA 15931
814-472-2682

Appalachian Youth Services
15 South Marion Street
Ebensburg, PA 15931
814-472-7874

Appalachian Youth Services
Suite 304, Fisher Building
607 Main Street
Johnstown, PA 15901
814-535-6025

Greater Johnstown CTC
445 Schoolhouse Road
Johnstown, PA 15904-2998
814-266-6073

Northern Cambria High School
807 North 11th Street
Barnesboro, PA 15714
814-948-6800

Somerset AVTS
281 Vo-Tech Road
Somerset, PA 15501
814-443-3651

United Way of
Greater Johnstown, Inc.
Ebensburg Assessment
Office
Ebensburg, PA 15931
814-472-4552

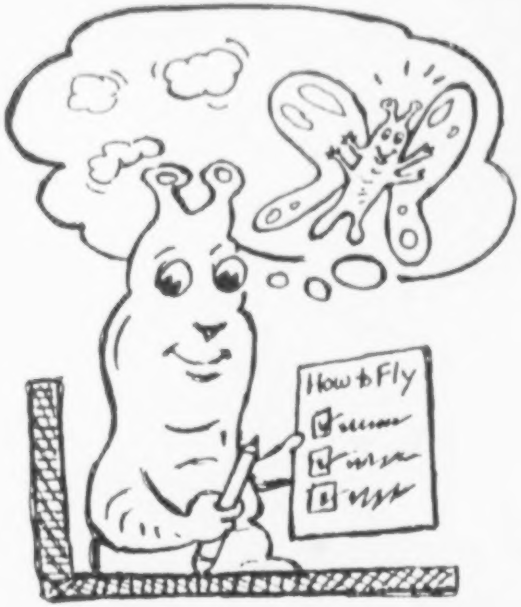
United Way of
Greater Johnstown, Inc.
111 Walnut Street
Johnstown, PA 15901
814-535-2579

Free Help With . . .

- ☑ **Reading**
- ☑ **Writing**
- ☑ **Spelling**
- ☑ **Math**
- ☑ **GED**

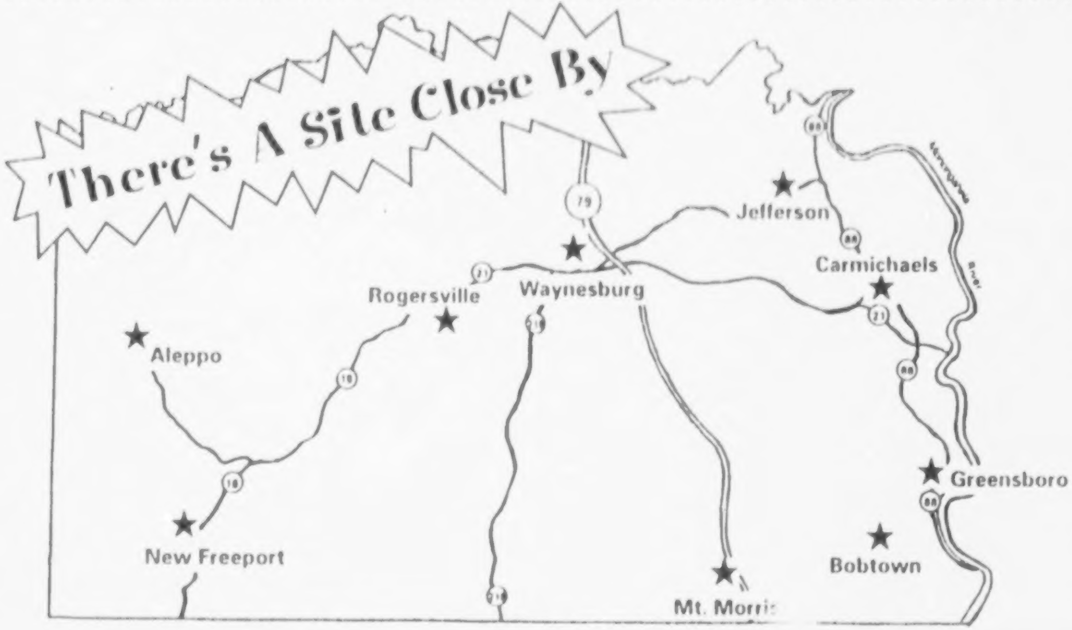
More!

OPEN YOUR WORLD



Adult Classes

- ☑ *One on One Training*
- ☑ *Free Materials*
- ☑ *Start Any Time*
- ☑ *Confidential*
- ☑ *AM & PM Classes*


There's A Site Close By
Jefferson
Carmichaels
Rogersville
Waynesburg
Aleppo
Greensboro
New Freeport
Bobtown
Mt. Morris
79
21
18
88

And We're Working Together With You!

We are:

Greene County Library
Adult Literacy Project
627-9776

Community
Action Southwest
Family Development
852-2893

Intermediate Unit I
627-8759
1-800-328-6481 ext. 279

Want to Know More?

Call FIND OUT
1-800-433-1943

NEW

Mon. & Wed. Eve.
Classes at Your Local
High School

- ★ West Greene – 499-5191
- ★ Waynesburg Central – 852-1050
- ★ Jefferson – 883-2310
- ★ Carmichaels – 966-5046
- ★ Mapletown – 839-7241

L.E.A.R.N.

Brought to you by

Fulton County Literacy Council

Fulton County Area Vo-Tech

Fulton County
Center For Families

Fulton County Library

Fulton County JTPA
(Job Training Partnership Act)

Bulk Rate
U.S. Postage
PAID
Permit No. 566
Utica, NY

LEARN/ Fulton County Library
227 North First Street
McConnellsburg, PA 17233
(717) 485-5327

Learning

Earning

And

Reading

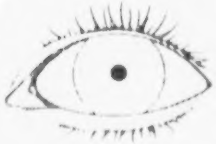
Network

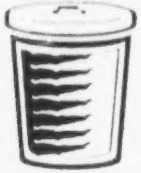
Read & Write Better

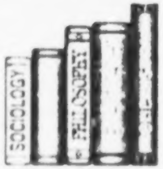
Earn GED
Reach Learning Goals

Earn Money
$$$$$
Get Better Job

I Can Read






SOCIOLOGY
PHILOSOPHY

Help Your Children Learn

485-5327
We Can Help You!

Be Your Best !

Best
OF THE
BEST

AE 3025-1228C
c.3

98-8006

Building Communities for Learning:

Strategies for Community-Based Planning

Product

Fiscal Year 1997-98

Sheila M. Sherow

Pennsylvania State Coalition for Adult Literacy

Center for Literacy, Inc.
636 S. 48th Street
Philadelphia, PA 19143
(215) 474-1235

Federal grant amount: $21,231

Contract number: 98-8006

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

77

Building Communities for Learning:
Strategies for Community-Based Planning

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ABSTRACT PAGE **Project No.:** 98-8006

Grant Recipient: Center for Literacy, Inc.
636 S. 48th St., Philadelphia, PA 19143
(215) 474-1235
Program Name: Building Communities for Learning
Grant Allocation: $21,231
Project Period: July 1, 1997 - June 30, 1998
Project Director: Sheila M. Sherow

Project Purpose: The Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) Project proposed to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The primary purpose of the project was to award community-based planning grants to locales through a competitive Request for Proposals process and to guide grantees in the establishment of community-based planning groups and the development of interagency collaboration with training and ongoing technical assistance. A second purpose was to continue support for four existing BCL sites (established in 1996-97).

Project Outcomes: Five sites were awarded BCL Grants, received training and technical assistance, established community-based planning groups, and are in the process of developing interagency collaboration. 1996-97 sites are beginning to see positive outcomes resulting from interagency collaboration and community-based planning efforts. Clients are being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners.

Impact: BCL sites reported that their interagency collaboration and planning efforts have improved the delivery of services; clients are entering programs quickly, can navigate among services easily, and are having their many needs met through a range of coordinated services. BCL sites also reported that adult learners are less frustrated and, as a result, client participation and retention in programs are increasing.

Products Developed: BCL 1997-98 Final Report; How to Establish a Community-Based Planning Group (an exportable training package); Building Communities for Learning: Strategies for Community-Based Planning (training resource).

Products Available From: AdvancE State Literacy Resource Center
333 Market St., 11th Floor, Harrisburg, PA 17126-0333
Pennsylvania State Coalition for Adult Literacy
403 Herr St., Harrisburg, PA 17110

Project Continuation and Future Implications: The BCL Project will continue to assist communities in establishing interagency collaboration for the purpose of improving the delivery of adult basic and literacy education services through start-up grants, training, and ongoing technical assistance.

Conclusions and Recommendations: Interagency collaboration and community-based planning are essential first steps toward the development of coordinated and comprehensive delivery systems of services. Communities must be guided and supported in the establishment of community-based planning groups, the development of interagency collaboration, and the implementation of strategic plans for the improvement of adult basic and literacy education services.

Strategies for Community-Based Planning

Building Communities for Learning Project

Building Communities for Learning (BCL) is a statewide community-based planning project. It was created as a product of a task force convened by the Pennsylvania State Coalition for Adult Literacy (PSCAL) for the purpose of improving the delivery of adult learner services and adult learning outcomes. During 1995-96, three BCL pilot sites were selected through a competitive Request for Proposals process and awarded BCL community-based planning grants by PSCAL. Since that time, nine additional community-based planning groups have been established by PSCAL through the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, with funding from the Adult Education Act, Section 353.

Local-level interagency collaboration among adult literacy stakeholders is a necessary first step toward solving both individual and community education, employment, and economic problems. Too often adult learner services are characterized by fragmentation and isolation and fail to meet the multiple and changing needs of clients. In order to equip clients with the skills needed to become self-sufficient, adult literacy stakeholders must collaborate to develop comprehensive and coordinated local delivery systems of services that will both effectively and efficiently improve client outcomes.

BCL provides communities with the training, technical assistance, and resources necessary to (1) establish and maintain a community-based planning group, (2) develop interagency collaboration among adult literacy stakeholders, and (3) coordinate the delivery of adult learner services. The goal is a comprehensive system of adult learner services that provides clients with easy access to and smooth transition among educational, employment, and economic services.

This Manual

Building Communities for Learning (BCL) sites have developed and found the following strategies to be effective in establishing community-based planning groups and developing interagency collaboration. As a result, BCL groups are improving the delivery of adult learner services and adult learning outcomes.

There are other Building Communities for Learning resources available to assist communities in the establishment of interagency planning groups, including *Building Communities for Learning: How to Establish a Community-Based Planning Group* (1998) and *Building Communities for Learning: Guidebook for Community-Based Planning* (1997). BCL resources are available through AdvancE State Literacy Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333 and the Pennsylvania State Coalition for Adult Literacy, 403 Herr St., Harrisburg, PA 17110.

Overview of Strategic Planning

Strategies are the specific approaches and actions taken to achieve desired change and outcomes. Strategic planning is the process of developing collaborative strategies to achieve group goals and objectives.

How to Develop Strategies

1. Identify forces that work for and against desired change.

- Construct a SWOT Matrix (directions on following page).
- Examine current and emerging economic trends, political influences and trends, organizational priorities, availability of resources, etc.

2. Review what has worked in the past and what hasn't under similar conditions and in terms of similar desired outcomes.
3. Explore a range of solutions that can be developed into strategies.
4. Evaluate the potential impact of strategies on various populations or groups.

The Most Effective Strategies:

1. Capitalize on strengths.
2. Build on opportunities.
3. Focus on proactive rather than reactive solutions.
4. Solve multiple problems at once.
5. Bring a return on investment.
6. Leverage other dollars.

SWOT Matrix

What are the positive and negative forces working for and against change?

Develop a matrix to determine strengths, weaknesses, opportunities, and threats (SWOT) in terms of a desired change or outcome.

1. Define the desired change or outcome.
2. List the related strengths, weaknesses, opportunities, and threats that will either work for or against the desired change or outcome.

Strengths	**Weaknesses**
Opportunities	**Threats**

3. How can strengths be employed to create change?
4. How can opportunities be used to foster change?
5. How can weaknesses be addressed?
6. How can threats be minimized?

- **Focus on limitations 2% of the time and resources and solutions 98% of the time.**
- **Analyze problems in ways that redefine problems as challenges.**

Why Didn't I Think Of That?!!

Breaking Through Barriers

This exercise helps people identify the constraints that prevent them from doing the things they want to do, and test these constraints to see how many of them can be moved.

Explain that people are often boxed in by various constraints. However, it is our perception of these limitations that creates the most significant barriers, and these need to be explored.

Ask each participant to think of something that he or she would either like to start doing or stop doing.

Ask participants to list all the things that prevent them from accomplishing their objective. Then have them categorize them as:

a. Realistic and rigid (e.g., upper management edicts).
b. Moderately firm (e.g. standard policies and practices that are usually inviolable).
c. Flexible (implicit procedures or interpersonal/intergroup relations).
d. Illusionary (partly based on facts but largely embellished by our imagination).

Point out that one organization (General Electric) discovered that over 95% of the constraints identified by its foremen and first-line supervisors were classified as either flexible or illusionary.

Encourage people to test their limits – be willing to experiment – take a risk and see what happens. Ask people to develop an action plan for overcoming one of the constraints.

Source: Scannell, Edward E. and Newstrom, John W. (1983) *More Games Trainers Play: Experiential Learning Exercises.* McGraw Hill, New York.

Trade Winds in Work Based Learning. Vol 3 No 2 Feb 94

BEST COPY AVAILABLE

Strategies for the Recruitment of Group Members

Recruitment strategies should be designed to present potential members with information regarding:

1. The importance of the group's purpose.
2. Why they should become involved.
3. The relevance of this group to other local and regional collaborative initiatives.
4. Evidence that the issues addressed by this group are best served by the group as opposed to individual agency efforts.
5. Immediate and long-range benefits of interagency collaboration.
6. Potential impact of group outcomes on adult learners, individual agencies and services, and the community.

Strategy: Personal Contact

Word-of-mouth through personal contact is the most effective recruitment strategy.

1. Current group members develop lists of potential members, known to them through their existing networks, and then make personal calls to those individuals.

Results

- Increased and more active involvement of group members.
- Increased member commitment and ownership.

2. A list of potential member agencies is developed and group members are asked if they know and are willing to contact staff from those agencies.

Results

- Increased and more active involvement of group members.
- Increased member commitment and ownership.

3. New members are asked to recruit two additional members known to them through their networks.

Results

- Engages new members in the group.
- New members learn more about the group by teaching others about the group.
- Develops a sense of ownership.

Strategy: Town Meetings

Town meetings can be an effective community awareness strategy that can result in the recruitment of new members. Printed recruitment information can be distributed during or following town meetings.

1. Service providers can conduct town meetings that feature learners telling their own success stories.

Results

- Increased community awareness and support.
- Some service providers may not realize they are stakeholders and may become aware of their role in adult learning.

Strategy: Public Relations or Marketing Campaign

All BCL community-based planning groups have developed and implemented local public relations or marketing campaigns to present their groups to the community and to increase knowledge of and interest in issues related to adult basic and literacy education. BCL marketing campaigns have had a variety of desired outcomes, one being the recruitment of group members. The following is an overview of a public relations or marketing campaign.

Public Relations or Marketing Campaign

1. Definitions

Advertising: Any paid promotion in the media.

Promotion: An attempt to influence attitudes and behaviors.

Public relations: Communication with community.

Publicity: Any nonpaid news-oriented coverage of an organization or event in the media.

Press or news release: A short, written news story including a hook, clear headline, complete and accurate facts, and brief background.

Hook: The thing that makes a story interesting, new information that catches the audience's attention, or a promise of benefit.

Target audience: The population a message is designed to reach.

Public service announcements: Informative or educational community-interest messages.

2. Media and Promotions

Direct Mailings: Can control who receives information and when; can be costly.

Newspaper: Has wide reach, short lead time, and is relatively inexpensive; can reach readers only.

Pamphlets, brochures, posters, flyers: Can be inexpensive to produce.

Television: Wide reach, but not targeted; public affairs shows or local news reports of human interest stories are possibilities.

Cable TV: May be free or low cost.

Radio: Relatively low cost, audiences are somewhat known; disadvantage is sound only.

T-Shirts: Don't underestimate the power of a t-shirt message.

Events: Can create or ride on the coattails of another: book drives, contests, town meetings, presentations, etc.

Booths: In stores or malls.

Steps in Developing a Public Relations or Marketing Plan

1. Identify target audiences.
2. Define objectives.
3. Develop marketing strategies.
   - How to accomplish objectives.
   - Approach to be taken.
4. Evaluate potential impact of strategies.
5. Implement strategies.
6. Evaluate actual effectiveness and impact of strategies for future campaigns.

Strategies for Creating Awareness and Increasing Understanding of Member Agencies

Strategy: Rotation of Group Meetings

1. Meetings are hosted by different agencies at their sites.

Results

- Increased awareness and up-to-date knowledge of existing services.
- More active participation of group members.
- Increased member commitment and ownership.

Strategy: Member Updates and Presentations at Meetings

1. Members present relevant information about programs, services, and exemplary models.

Results

- Members are recognized for their strengths, experience, and expertise.
- Increased awareness and up-to-date knowledge of existing services, needs, resources, and adult learning issues and priorities.
- More active member participation.
- Increased member involvement in group agenda.

Strategy: Guest Speakers at Meetings

1. Specialists are invited to speak on relevant topics and issues, and initiatives.

Results

- Group's work remains current and aligned with evolving initiatives.

Strategies for Developing a Group Mission and Goals

Strategy: Small Group Work

1. The process to develop goals begins with small group discussions and ends with the small group reporting to the larger group.

Results

- Small groups can devote the time needed to develop a draft to present to the larger group.
- The larger group is able to discuss, revise, and arrive at a consensus based on the earlier work of the small group.

Strategy: Storyboards

1. A storyboard format is implemented as a way to collect, sort, and organize the input from members. Members write suggestions and ideas on index cards. Index cards are clustered by topic on poster boards. Each cluster is reviewed for duplication and then prioritized by the group.

Results

- Members become aware different perspectives, interests, and needs of group members.
- Members become aware of common interests, goals, and needs.
- Facilitates the process of creating awareness and understanding.
- Guides the processes of developing a mission and shared vision and setting goals.

Strategies for Increasing Member Participation

Strategy: Brown Bag Lunch Hour Meetings

1. Meetings are scheduled over the lunch hour and members bring brown bag lunches. Drinks are provided.

Results

- Increased participation—some members can attend only during the lunch hour.

Strategy: Breakfast Meetings

1. Meetings are scheduled at a local restaurant usually at 7:00 or 7:30 a.m.

Results

- Increased participation—some members find it easier to attend before their work day begins.

Strategy: Subgroups or Ad Hoc Groups as Participation Motivators

1. Subgroups or ad hoc groups are established to investigate special topics and make recommendations to the larger group.

Results

- Subgroups increase individual member participation and enhance productivity.
- Group members can become involved in activities related to their special interests.
- Member expertise and skills can be used to their potential.

2. A mix of full group/small group meetings.

Results

- Offers more opportunities for members to participate.
- Offers increased opportunities for action.

Strategy: Efficient and Productive Meetings

1. Clear purpose for each meeting.
2. An action-oriented agenda.
3. Scheduled where and when the majority of members can attend.
4. Group kept on task in a timely manner.
5. Discussions brought to conclusion and action.
6. Input encouraged from all members.

Results

- Members feel meetings are worthwhile and a good use of their time and efforts.
- Members are motivated and commitment to the group and its vision increases.
- The group moves forward toward the attainment of goals and vision.
- The group gains and maintains momentum.

Strategies for Developing Interagency Collaboration

Interagency Publications

Strategy: Interagency Directories

The process of researching and producing a directory increases group knowledge base.

1. A variety of resource directories can be produced, some with annual updates.

Results

- User-friendly reference documents for service providers.
- Better and faster client referrals.
- Reference for community members and potential clients.
- The research process is valuable in terms of increasing awareness and knowledge of adult literacy stakeholders.

Strategy: Interagency Brochures

The process of researching and producing a brochure increases group knowledge base.

1. A variety of brochures can be produced for different target audiences and for different purposes.

Results

- Increased community awareness of the group and local services.
- Information that can be used for client referrals.
- Phone numbers for clients to use to find out about or enroll in services.
- Focus on specific adult basic and literacy education services, such as GED services.

Interested in tutoring?

I would like to help others READ better. ☐

NAME ____________ TELEPHONE ____________

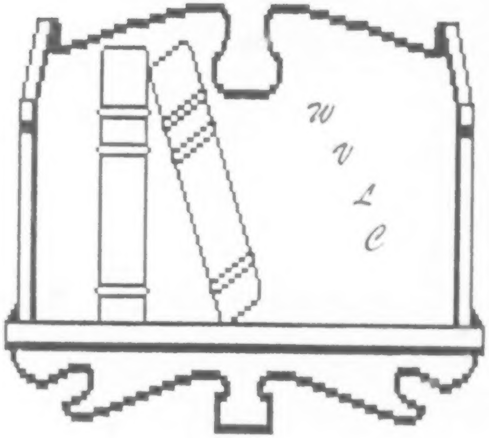
ADDRESS ____________

CITY ____________ STATE ________ ZIP ________

Wyoming Valley Literacy Coalition Mission Statement:

- *to act as a clearing house for literacy information*
- *to publicize literacy events*
- *to share questions, concerns and experiences for literacy advancement*
- *to work as a collective organization for reporting, documenting and referring Wyoming Valley literacy needs*

Wyoming Valley Literacy Coalition



The Wyoming Valley Literacy Coalition is an organization of approximately 40 area agencies and 8 Education/Reading Consultants. The Coalition acts as a forum to support literacy advancement in the Wyoming Valley. It was founded in 1993 through the efforts of the combined Wilkes University Offices of Student Community Service and the Wilkes Literacy Corps.

Recently the Coalition has been housed in the United Way office through the auspices of the Volunteer Action Center.

The membership is comprised of organizations, agencies and individuals who are concerned with Literacy. They deliver literacy services, refer for literacy improvement, or are literacy related.

The Coalition seeks to give mutual support to the literacy servers who are working to improve literacy levels of the residents of the Wyoming Valley.

WYOMING VALLEY LITERACY COALITION MEMBERS

ACT I Inc.
ALTA/IDEA Luzerne Co. Comm. College
Cath. Soc. Serv. Refugee Assist. Prog.
Catholic Youth Center
Community Counseling Services
Deutsch Institute
Developing Communities for Success
Educational Opportunity Center
Educ. Success for Homeless Children
Family Action Network
The Greenhouse Center
Head Start
Homework Clubs, "Project Empower"
Jewish Family Service
JTPA Program/Luz. Intermed. Unit #18
King's Volunteer Services
Luzerne County Assistance Office
Luzerne Co. Correctional Fac./ LIU #18
Luzerne County Housing Authority
Luzerne County Reading Council
Luzerne Intermediate Unit #18
McGlynn Learning Center
Mercy Services
MIED Tutorial Center
Mineral Springs
Newspapers in Education:
The Citizens' Voice
The Times Leader
Osterhout Free Library
Penn State Cooperative Extension
R.S.V.P
Salvation Army
S.P.O.C.
Volunteer Action Center
Volunteers of America
Wilkes-Barre Area School District
Wilkes-Barre Housing Authority
Wilkes University - Literacy Corps
Wilkes Univ. Student Comm. Service
WVIA-TV
Wyoming Valley Job Center
Wyoming Valley Literacy Volunteers
Wyoming Valley Literacy Coalition
YMCA

Wyoming Valley Literacy Coalition
c/o Wilkes University
PO Box 111
Wilkes-Barre, PA 18766

YOU CAN GET HELP

- ☆ Reading
- ☆ GED (H.S. Equivalency)
- ☆ English (ESL)

IMPROVE YOURSELF

- ☆ become a better parent
- ☆ qualify for a better job
- ☆ read menus
- ☆ shop smarter
- ☆ and reach your goals

There are over 30 programs listed in this brochure.

Call one today!

To get help in other areas:

Bucks County	215-345-8322
Delaware County	610-876-4811
Chester County	610-363-0884

The Montgomery County Literacy Network

The Montgomery County Literacy Network serves as a communication link for county literacy providers. There are over 30 programs in the county for adults, offering ABE-Adult Basic Education, GED-General Education Development (High School Equivalency Diploma), and ESL-English as a Second Language. Most are one-on-one tutoring; others offer small-group instruction or classes. Many programs are free or have a low cost. Our goals are to put the *Learners* in touch with *Providers*, to create a fund for study materials and newsletters, to hold seminars, and to start new programs throughout the county.

Tutors are needed!

If you would like to help someone learn to read, or to receive more information about the Montgomery County Literacy Network, call Mary at the Montgomery County - Norristown Public Library, 610-278-5100, ext. 24 or Diana at the Wm. Jeanes Library, 610-828-0441.

Volunteer training is available.

Montgomery County
Literacy Network

Printed by
RSVP - Retired and Senior Volunteer Program of Montgomery County and the Montgomery County - Norristown Library

In cooperation with
Adelphia Cable
CADCOM
Wm. Jeanes Memorial Library
Montgomery County Community College
Wissahickon Libraries/Blue Bell and Ambler
Delaware Valley Reading Association

Learn to Read

in Montgomery County

Montgomery County Literacy Network

Eastern Area

Abington, Ambler, Cheltenham, Upper & Lower Moreland, Lower Gwyned, Hatboro, Horsham, Springfield, Upper Dublin

Abington Free Library
215-885-5183 - ABE, pre-GED, ESL, Math

Ambler Area YMCA
215-628-9950 - ABE, ESL

Beaver College Literacy Corps
215-572-2962 - ABE, ESL, Family Literacy

Cheltenham Township Adult School
215-887-1720 - ESL, GED

Cheltenham Township School District
215-881-6410 - ABE

Elkins Park Library
215-886-1865 - ESL

Hatboro-Horsham School District
215-7928 - ESL, GED

Manor Junior College
215-885-2360 - GED

North Hills GED Job Readiness Program
215-887-5877 - GED

Philadelphia Council of the
International Reading Association
215-242-0294 - ESL

Upper Dublin Adult
Basic Education
215-576-3273 - ABE, GED, ESL

Willow Grove Literacy Program
215-576-1878 - ABE, ESL, GED

Wissahickon School District
215-628-1619 - ABE, ESL

Central Area

Bridgeport, Conshohocken, East Norriton, Lower Providence, Norristown, Plymouth, West Norriton, Whitemarsh, Whitpain, Worcester

ACLAMO
610-277-2570

Center for Innovative Training & Education
610-292-5033 - ABE

Department of Public Assistance
610-270-3500 - ABE, ESL

Eagleville Hospital
610-539-6000 Ext. 501 - ABE, GED

Employment and Training Foundation
610-275-4576 - ABE, GED

Literacy Council of Norristown
610-292-8515 - ABE, GED,ESL, Math

Montgomery County Correctional Facility
610-630-9390 - ABE, GED

Montgomery County OIC
610-279-9700 - ABE, GED, ESL, Math

Montgomery County Training and
Employment Program
610-270-3425 - ABE, GED

Norristown Adult Evening/Day School
610-631-0640 - ABE, GED, ESL

William Jeanes Memorial Library
610-828-0441 - ESL

Colonial School District
610-825-1501 - ESL

Main Line Area

Upper and Lower Merion

Ardmore Library
610-642-5187 - GED, ABE

Center for Alternative Learning
610-525-8336 - ABE, GED, ESL, Math

Western Area

Collegeville, Douglass, Green Lane, New & Upper Hanover, Limerick, Marlborough, Perkiomen, Pottstown, Upper Providence, Upper/ Lower Frederick, Upper, Lower & West Pottsgrove, Red Hill, Schwenksville

Montgomery County
Training & Employment Program
610-326-9050 - ABE, GED

Center for Innovative Training
& Education
610-326-1720 - GED

Western Center for Technical Studies
610-489-7272 - ABE, GED, Vocational Studies

Pottstown YWCA
610-323-1888 - ABE, GED, ESL, Family Literacy

Prison Literacy Project-Graterford Prison
215-925-3010 - ABE, ESL

The Open Line
215-679-4112 - ABE, GED, Math

Northern Area

Hatfield, Lansdale, Montgomery, North Wales, Franconia, Salford, Upper & Lower Salford, Souderton, Towamencin, Upper Gwynedd

Indian Valley Opportunity Center
215-723-5430 - ABE, GED, ESL

North Penn Literacy Program
215-368-0400 - Referrals

CODES

ABE: Adult Basic Education
GED: General Education Development (H.S. diploma equivalency test)
ESL: English As a Second Language

HUNTINGDON COUNTY ADULT EDUCATION & LITERACY COALITION

Target on Learning
Aim for Success

- ABE
- Self - Esteem
- Family Literacy
- Adult Basic Education
- Employment Training
- Financial Management
- Parenting
- GED

SERVICE PROVIDERS

- **ALTOONA AREA SCHOOL DISTRICT**

Address : 4500 6th Ave.
Altoona, PA 16602
(814)946-8330

Contact Person(s) : Janet Schmittle

Evening Classes :
Mt. Union High School
Tussey Mountain High School
Tyrone High School

Special Feature(s) :
- GED Test offered monthly at Altoona Area High School

* * * * * * * * *

- **EMPLOYMENT & TRAINING, INC.**

Address: RD #4, Box 206A
Huntingdon, PA 16652
(814)643-3093

Contact Person(s) : Lois Heart
Peg Boozel

Schedule of Classes :
Monday 5pm - 8pm - Rockhill Church of the Brethren Rockhill, PA
Monday 5pm - 9pm - E & T Office
Thurs. Non - 4pm - E & T Office
Tuesday 5pm - 9pm - United Methodist Church Parsonage 15 W. Shirley St. Mt. Union, PA

Special Feature(s) :
- Transportation and childcare provided at the Rockhill site only.

SERVICE PROVIDERS

- **HUNTINGDON COUNTY CHILD AND ADULT DEVELOPMENT CORPORATION**

Address: Juniata Avenue & 6th St.
Huntingdon, PA 16652
(814)643-5199

Contact Person(s): Sandy Carowick

Schedule of Classes:
Crawford Apartments
Huntingdon - Mon. 12 - 3; 6 - 9;
Wed. 9 - 12
Chestnut Terrace
Mt. Union - Tues. 6 - 9;
Thurs. 12 - 3, 6 - 9
Church of the Brethren
Rockhill - Monday 5 - 8

Special Feature(s):
- Free transportation / Childcare available
- Free Books & supplies
- Adult Basic Education Services
- GED prep for Head Start Parents

* * * * * * * * *

- **JUNIATA VALLEY HIGH SCHOOL**

Address: RD #1, Box 318
Alexandria, PA 16611
Phone: (814)669-4580

Contact Person(s): Cathy Grieb

Schedule of Classes:
Mon & Wed 6:00 - 9:00 pm
JVHS Rm 17
Tuesday 1:00 - 3:00 pm
Memorial Library Alexandria

Special Feature(s):
- Small Groups
- Individual Attention

MORE INFORMATION

- All adult education services are provided free of charge.
- All programs are available to anyone over the age of 17.
- You can start any of these programs anytime.
- Computer - assisted instruction is available.
- All providers offer individual & small group instruction.
- Huntingdon County Adult Education & Literacy Coalition sponsors GED testing in Huntingdon County.
- Feel free to contact any of the agencies involved with the coalition.

MISSION STATEMENT

To encourage collaboration among literacy providers, adult educators, support services and business / industry for the purpose of promoting existing adult education services to the residents of Huntingdon County.

AGENCIES INVOLVED

- *Altoona School District*
- *Berg Electronics*
- *Department of Public Assistance*
- *DuBois Business College*
- *Employment and Training, Inc. (JTPA)*
- *Huntingdon Area School District*
- *Huntingdon Career & Technology Center*
- *Huntingdon County Child and Adult Development Corporation/ Project Reach / Head Start*
- *Huntingdon County Housing Authority*
- *Huntingdon County Information and Referral*
- *Huntingdon County Library*
- *Huntingdon County School-To-Work Initiative*
- *Job Center*
- *Juniata Valley School District*
- *Mead Products, Blair Division*
- *Mount Union Area School District*
- *O.C. Fiberglas*
- *Penn State Cooperative Extension*
- *SCI - Smithfield*
- *South Central Regional Dev. Center*
- *Southern Huntingdon County School District*
- *The Daily News*
- *The Salvation Army*
- *Tuscarora I U II*

GOALS

- To encourage collaboration among adult educators and literacy providers and to establish a communication bridge so that all providers speak with one voice to literacy and adult education issues within the county.

* * * * * * * * *

- To steamline the existing referral system, to provide better use of resources in order to facilitate access to services, and to maintain a listing of literacy and basic educational services available to adults in Huntingdon County.

* * * * * * * * *

- To promote greater and continued participation of a broad base of representatives from both the public and the private sectors by providing program support and encouraging everyone to appreciate the value of continuing education.

DRAFT

GED

General
Educational
Development

in Cambria County

Class Locations

GED Classes

Following is an alphabetical list of locations where GED classes are held. You can call the locations for enrollment information.

Admiral Peary AVTS
948 Ben Franklin Highway
Ebensburg, PA 15931
814-472-2682

Appalachian Youth Services
15 South Marion Street
Ebensburg, PA 15931
814-472-7874

Appalachian Youth Services
Suite 304, Fisher Building
607 Main Street
Johnstown, PA 15901
814-535-6025

Greater Johnstown CTC
445 Schoolhouse Road
Johnstown, PA 15904-2998
814-266-6073

Northern Cambria High School
807 North 11th Street
Barnesboro, PA 15714
814-948-6800

Somerset AVTS
281 Vo-Tech Road
Somerset, PA 15501
814-443-3651

United Way of
Greater Johnstown, Inc.
Ebensburg Assessment
Office
Ebensburg, PA 15931
814-472-4552

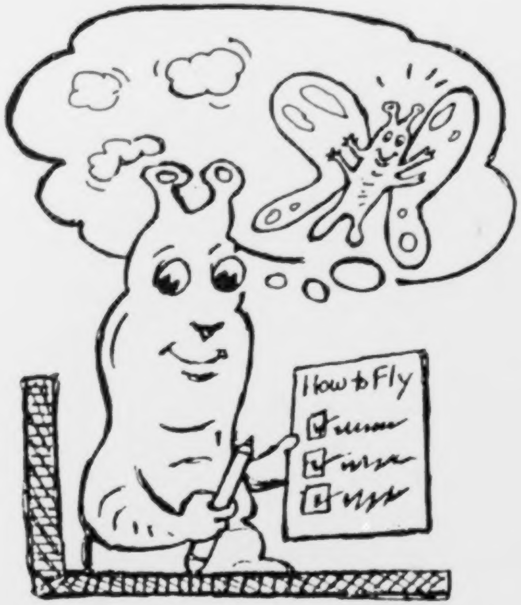
United Way of
Greater Johnstown, Inc.
111 Walnut Street
Johnstown, PA 15901
814-535-2579

Free Help With ...

- ☑ **Reading**
- ☑ **Writing**
- ☑ **Spelling**
- ☑ **Math**
- ☑ **GED**

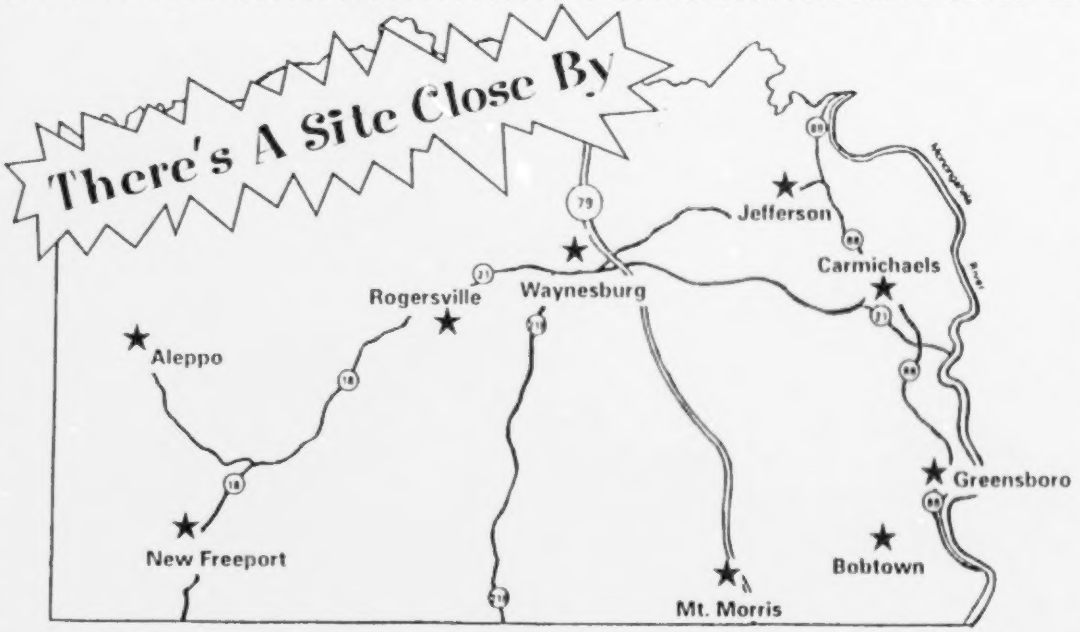
More!

OPEN YOUR WORLD



Adult Classes

- ☑ **One on One Training**
- ☑ **Free Materials**
- ☑ **Start Any Time**
- ☑ **Confidential**
- ☑ **AM & PM Classes**


There's A Site Close By
Jefferson
Carmichaels
Waynesburg
Rogersville
Aleppo
Greensboro
New Freeport
Bobtown
Mt. Morris
79
21
18
88
Monongahela River

And We're Working Together With You!

We are:

Greene County Library
Adult Literacy Project
627-9776

Community Action Southwest
Family Development
852-2893

Intermediate Unit I
627-8759
1-800-328-6481 ext. 279

Want to Know More?

Call FIND OUT
1-800-433-1943

NEW **Mon. & Wed. Eve. Classes at Your Local High School**

- ★ West Greene – 499-5191
- ★ Waynesburg Central – 852-1050
- ★ Jefferson – 883-2310
- ★ Carmichaels – 966-5046
- ★ Mapletown – 839-7241

L.E.A.R.N.

Brought to you by

Fulton County Literacy Council

Fulton County Area Vo-Tech

Fulton County
Center For Families

Fulton County Library

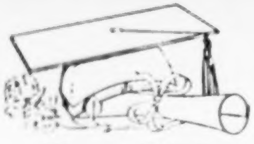
Fulton County JTPA
(Job Training Partnership Act)

Bulk Rate
U.S. Postage
PAID
Permit No. 566
Utica, NY

Learn/ Fulton County Library
227 North First Street
McConnellsburg, PA 17233
(717) 485-5327

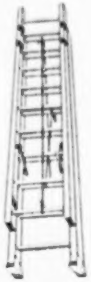
Learning
Earning
And
Reading
Network

Read & Write Better

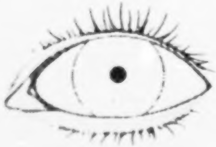


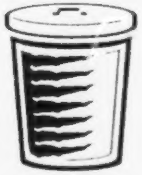
Earn GED
Reach Learning Goals

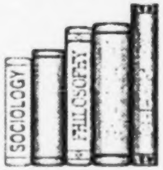
Earn Money
$$$$$
Get Better Job



I Can Read






SOCIOLOGY
PHILOSOPHY

Help Your Children Learn

485-5327
We Can Help You!

Be Your Best !

Best
OF THE
BEST

Strategy: Interagency Newsletters

1. Newsletters can be produced and distributed to member and nonmember agencies.

Results

- Up-to-date information about services, materials and resources, and professional development and client educational opportunities, learner success stories.
- Announcements of upcoming Requests for Proposals and events.

Strategy: Group Folders

1. Group folders contain individual agency brochures and information and can be used as a follow-up to presentations or meetings.

Results

- Reference materials.
- Reminders.

Strategy: Group Web Site

1. Web sites are being created for reference by providers and others seeking local information about adult basic and literacy education services.

Results

- Can be linked to other sites.
- Can be updated quickly and easily.

Pathways

Volume 2, Number 1 **March, 1998** **Page One**

Pathways Newsletter

This newsletter includes information for those seeking to enhance their knowledge and skills for a current, new or renewed career in the workplace. Each issue includes articles on labor market, job search and training opportunities. In this issue, there is an article that lists career-related Internet addresses and other articles that focus on components of a resume.

A new addition to the newsletter is the inclusion of articles that cover social service, literacy and postsecondary organizations/institutions within Cambria County. It can be difficult for someone to seek training when there are other responsibilities that have to be met or other goals that have to be achieved before enrolling in a training program. In this issue, there is an article on the United Way and a few of the agencies that receive support from the United Way.

Nurse Aide Training Program Makes Changes

June 1997, Governor Ridge signed into law the Nurse Aide Resident Abuse Prevention Training Act 14 (P.L. 169). The Act declares that training programs must give emphasis to identifying abusive situations, understanding what abuse is, and learning methods and techniques to further prevent resident abuse from occurring. Another change as a result of the Act is the need for all applicants to a Nurse Aide training program to complete a criminal history record information (CHRI) report form. Anyone planning to enroll in a Nurse Aide program that begins May 1, 1998 or there after must complete a CHRI report. Forms are available from the State Police.

Nurse Aide educators at Admiral Peary AVTS have revised their program to include an emphasis on abuse, neglect and exploitation and have begun implementing the revised curriculum. Applicants to the fall 1998 classes will have to complete the CHRI report form at least one month prior to applying to the September classes. If you have any questions on the course, you can call Admiral Peary AVTS at 814-472-2682.

Some Career-Related On-Line Resources

America's Job Bank. *http://www.ajb.dni.us/*

American Universities. *http//www.clas.ufl.edu/CLAS/americanuniversities.htm*

Career Magazine. *http://www.careermag.com/careermag/*

Career Mosaic. *http://ww.careermosaic.com/*

E-Span Employment Database Search. *http://www.espan.com/cgi-bin/ewais*

Educational Testing Service (ETS). *http://www.ets.org*

Entry Level Job Seeker Assistant. *http://galaxy.einet.net/galaxy/Community/The-Workplace/joseph-schmalhofer/jobs/html*

Federal Job Listings from Darmouth College. *gopher://dartcms1.dartmouth.edu*

Intellimatch. *http://www.intellimatch.com/intellimatch/*

Job Center. *http://www.jobcenter.com/*

Job Web. *http://www.jobweb.org*

The Monster Board. *http://199.94.216.72:81/*

Vista Online. *gopher://gopher.hanover.edu/11/Hanover_College_Information/Career_Planning_and_Placement/jobs/vista*

Pennsylvania 1997-98 Career Guide, Page 5

Some Great Financial Aid Resources On The Web:

FastWEB – Financial Aid Search Through the Web. *http://www.fastweb.com*

FinAid - The Financial Aid Information Page. *http://finaid.org*

Department of Education. *http://www.ed.gov/offices/OPE/*

National Association of Student Financial Aid Administrators. *http://www.finaid.org/nasfaa/*

Resource Pathways' College Financial Aid Resources. *http://www.sourcepath.com/caid/*

BEST COPY AVAILABLE

Can Your Resume Pass The 10 Second Scan?

Employers receive a lot of resumes in the mail each week. Sadly, only 2 out of every 100 resumes will result in a job interview.

Some may ask, "Why only 2 out of 100?" Few employers read all of the resumes they receive. Instead, they give them a ten-second glance.

If the resume is too long, wordy, cluttered, or disorganized, it gets "filed" into the wastebasket.

The resumes that get read are one page long, easy to scan, and are inviting to look at. They show that the person applying for the job is qualified and can deliver results.

The "Nuts and Bolts" Of A Resume:

A resume summarizes your qualifications and employment history. Although there is no set format, a resume should contain the following information:

- Heading: Name, address, and telephone number
- Employment Objective: State the type of work or specific job you are seeking.
- Education: Include school name and address, dates of attendance, curriculum, and highest grade completed or degree/certificate awarded.
- Experience: Paid or volunteer. Include name and address of employer, dates of employment, and job duties.
- Skills and Abilities: List knowledge of machinery or equipment, proficiency in foreign languages, honors received, awards, or membership in organizations (you may want to list any other special talents, skills, accomplishments, or experiences).
- References: Note on resume that references are available upon request.

United Way Of Greater Johnstown, Inc.

Through United Way, volunteers, agencies and donors unite to care for the people in our community. Your dollars stay here--helping volunteers and nonprofit agencies provide everything from food and shelter to disaster relief.

Giving to the United Way is an effective way to help those in need . . . strengthening families, serving people with disabilities and supporting youth and seniors. In general, helping all of us lead independent, productive and healthy lives. Here are a few of the agencies they support.

American Red Cross Keystone Chapter
110 Sunray Drive, Johnstown, PA 15905
Phone: 814-255-1550

- Disaster services, national and local
- Armed Forces emergency services
- CPR/first aid, water safety, HIV/AIDS classes
- Young adult/youth programs
- International Humanitarian Law
- Serve Cambria and Somerset Counties

Catholic Social Service
232 Walnut Street, 2nd Floor, Johnstown, PA 15901
Phone: 814-535-6538

- Individual, marital, family and grief counseling
- Recruitment and selection of adoptive and foster homes (Adoption waiting list is currently closed)
- Placement and supervision of infants placed in homes
- Limited financial assistance for emergency needs only
- Pre-marriage evaluations-evaluate young couples readiness for marriage
- Serve Cambria and Somerset Counties

Children & Adults with Learning Disabilities
1301 Pennsylvania Avenue, Johnstown, PA 15906
Phone: 814-536-3706

- Educate parents, other agencies and the general public about learning disabilities
- Maintain a lending library, tutor list, free literature and newsletter
- Serve Cambria County

Projected Employment Growth by Occupation, 1996-2006

(Thousands)

	Projected percent change, 1996-2006	Average rank for earnings, 1994-96	Average rank for unemployment rate 1994-96
Cashiers 530.1	17	VL*	VH*
Systems Analysts 519.6	103	VH	VL
General Managers and Top Executives 467.0	15	VH	VL
Registered Nurses 410.8	21	VH	VL
Salespersons, Retail 408.3	10	L*	H*
Truckdrivers, Light and Heavy 403.9	15	H	H
Home Health Aides 378.2	77	VL	H
Teacher Aides and Educational Assistants 370.4	38	VL	H
Nursing Aides, Orderlies, and Attendants 333.0	25	VL	H
Receptionists and Information Clerks 318.5	30	L	H
Teachers, Secondary School 312.1	22	VH	VL
Child-Care Workers 299.2	36	VL	H
Clerical Supervisors and Managers 261.5	19	H	VL
Data Base Administrators, Computer Support Specialists, and All Other Computer Scientists 249.2	118	VH	VL
Marketing and Sales Worker Supervisors 246.3	11	H	VL
Maintenance Repairers, General Utility 245.8	18	H	L
Food Counter, Fountain, and Related Workers 243.2	14	VL	VH
Teachers, Special Education 240.7	59	VH	VL
Computer Engineers 235.3	109	VH	VL
Food Preparation Workers 233.9	19	VL	VH

*VH=Very High VL=Very Low L=Low H=High

Occupational Outlook Quarterly (Winter 1997-98), Page 15

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Employment and Training Programs

What is JTPA?

JTPA is the Job Training Partnership Act funded by the federal government. JTPA programs provide skill training, on-the-job training, work experience and educational services for low-income, economically disadvantaged, unemployed and underemployed adults and youths.

Employability Assessment (Intake) is the entry point for all applicants for JTPA services. The Assessment Staff determines the applicant's eligibility for JTPA programs and provides initial testing services to identify training and/or employment needs.

You may be eligible for JTPA services if you are:

- an unemployed or underemployed adult
- an unemployed or underemployed out-of-school youth between the ages of 16 and 21
- economically disadvantaged or low-income

To be interviewed to determine if you are financially eligible for JTPA, you must come to one of our assessment offices. Because there are many rules and regulations governing income, don't presume you will not be eligible. Call in for an appointment and let us make the decision. Proof of the following must be provided at your appointment:

- family income for the six-month period preceding date of application
- residency (proof of current address)
- age (birth certificate)
- Social Security card
- if a veteran, DD-214 discharge form
- Selective Service registration acknowledgment for males born after December 31, 1959.
- proof of handicap, if applicable

Office hours are Monday through Friday from 8:30 a.m. to 4:30 p.m.

For more information call:

our Johnstown office at (814) 535-2579
or our Ebensburg office at (814) 472-4552.

Practical Nursing Program

Are you interested in becoming a licensed practical nurse? Greater Johnstown Career and Technology Center (CTC) offers two programs each year. One program begins in September of every year and is offered at Greater Johnstown CTC. The other program offering begins in March of every year and is offered at their satellite site which is Admiral Peary Area Vocational Technical School. Anyone interested in the program should call Greater Johnstown CTC at 814-269-4393.

GED Classes

GED or General Educational Development programs are offered at various sites throughout Cambria County. These programs help adults prepare to take the GED test. GED tests are given by the GED Testing Service of the American Council on Education for adults who did not graduate from high school. Most GED preparation programs offer individualized instruction. Many classes are usually informal and allow you to work at your own pace. For information about classes available near you, contact one of the institutions listed below.

Admiral Peary AVTS, Ebensburg: Satellite site of Altoona Community Education, 814-946-8241
Appalachian Youth Services, Ebensburg, 814-472-7874
Johnstown, 814-535-6025
Greater Johnstown CTC, Johnstown, 814-266-6073
Keystone Economic Development Corp, Johnstown, 814-535-6025
Northern Cambria High School, Barnesboro: Satellite site of Altoona Community Education, 814-946-8241
United Way of Greater Johnstown, Inc.
Ebensburg, 814-472-4552
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Did You Know?

Pennsylvania has the second-highest high school graduation rate of all industrial states, and ranks 14th in the nation.

With the nations's third-highest number of colleges, universities and technical schools, Pennsylvania provides the foundation that creates exceptional workers education.

Total federal investments in School-To-Work opportunities in Pennsylvania is more than $22.8 million.

Pennsylvania Vocational Administrators Association (1997).

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Applying For Financial Aid?

When applying for financial aid, you may need to provide a copy of your (or your parents) latest Federal Income Tax Return or tax account information from that Return.

To get a copy or summary transcript of your prior year(s) Federal Tax Form 1040, 1040A, or 1040EZ, complete *Form 4506, Request for Copy or Transcript of Tax Form*. To obtain Form 4506 download from the Internet through World Wide Web – http://www.irs.ustreas.gov, or order free forms through the IRS at 1-800-829-3676.

FOR A COPY OF TAX RETURN (S)—complete Form 4506 and mail it to the IRS address where you filed your Return. There is a fee of $23 for each year's Return. Allow up to 60 days to receive your copy.

FOR A SUMMARY TRANSCRIPT OF TAX RETURN—in the 1040 series only (Form 1040, 1040A, 1040EZ, etc.)—send a completed Form 4506 to the IRS address where the Return was filed. There is no charge. Please allow 7-10 work days, after the IRS receives your request, for delivery. Also verification of nonfiling and copies of Form W-2's can be obtained at no charge by completing Form 4506.

FOR TAX ACCOUNT INFORMATION—write or visit an IRS office or call the IRS toll-free number listed in your telephone directory. This list of basic tax data, like marital status, type of Return filed, adjusted gross income, etc., is available free of charge. Do Not Use Form 4506 to request this information. Please allow 15 days for delivery.

***Department of Treasury, Internal Revenue Service*

Need Money For College?

Try the Internet's largest free scholarship search!

- 180,000 scholarships, fellowships, grants, and loans.
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TIP 1:	Prioritize your efforts, starting with the federal government. Then turn to the private sector for additional assistance.
TIP 2:	Learn all you can about the college financial aid process. Be sure to meet with your aid administrator and establish a relationship.
TIP 3:	Submit a FAFSA, even if you don't think you qualify for aid. Being rejected for federal aid is sometimes a prerequisite for private awards.
TIP 4:	Apply for aid as soon as possible after January 1. The early bird always gets the worm – and sometimes the scholarship.
TIP 5:	Inform financial aid administrators about atypical expenses. Certain allowances may be made to assist you.
TIP 6:	Take advantage of tuition prepayment discounts. Some colleges offer up to a 10% discount for early payment.
TIP 7:	Money from grandparents should be paid in your name directly to the school. This avoids gift tax liability.
TIP 8:	Investigate company-sponsored tuition plans. Many employers will invest in the education of their employees.
TIP 9:	Apply! You can not win awards or receive funds for which you do not apply, so pay attention to deadlines.
TIP 10:	Use scholarship search engines like http://www.fastweb.com to help you find the private sector assistance you need.

College Is Not The Only Answer And May Not Be The Best

Out of every 100 high school students:

- 70 enroll in college;
- 42 return for their sophomore year;
- 34 advance to their senior year;
- 28 graduate in five years;
- **only 14 find employment in their chosen field.**

Utility Business Education Coalition, Inc. September 1997

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Cambria County Job Fair '98

Wednesday, April 15, 1998 from 10:00 a.m. to 6:00 p.m. at Concurrent Technologies Corporation-Environmental Technology Facility in the Johnstown Industrial Park.

Plan to attend if you are:

- Seeking Employment
- Looking to Advance in Employment
- Interested in Changing Careers

Resumes welcome but not required

Free Admission

For information call: (814) 536-3536.

Open House at Admiral Peary AVTS

Continuing Education Open House will be held:

- Thursday, April 30, 1998
- 7:00 - 8:30 p.m.

We will have:

- Instructors available to answer questions
- Financial aid information
- New program brochures
- Refreshments

Programs that will be featured are:

- Automotive Technology
- Commercial Art
- Heating, Ventilation, Air Conditioning and Refrigeration

EVERYONE IS WELCOME!!

For more information call the Continuing Education Office at 814-472-2682.

The Admiral Peary Area Vocational-Technical School, an equal opportunity school, will not discriminate in employment, educational programs, or activities based upon race, sex, handicap, or because a person is a disabled veteran of the Vietnam Era. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy in this document is in accordance with state and federal laws including Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. For information regarding civil rights or grievance procedures, contact Raymond F. Novak, Title IX Coordinator and Section 504 Coordinator at Admiral Peary Area Vocational-Technical School, 948 Ben Franklin Highway, Ebensburg, PA 15931. (814) 472-6490. For information regarding services, activities, programs, and facilities that are accessible to and usable by handicapped persons, contact Raymond F. Novak, Support Programs Coordinator. (814) 472-6490.

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Interagency Events

Strategy: Conferences

1. A *Community Solutions to Change Conference* was held by one BCL community-based planning group.

Results

- 60 people from a variety of community organizations and agencies attended.
- The local School-to-Work Partnership co-sponsored the conference.
- The conference generated interest and support.
- It provided a cross-training opportunity that increased awareness and knowledge across agencies.

Strategy: Contests

Community contests can create awareness and interest.

1. A BCL community-based planning group is conducting a community-wide contest to develop a logo for the group. The local newspaper is publicizing the contest and two local artists are judging entries. The announcement of the winning logo will be a media event.

Results

- The contest presents an image of the group to the community.
- It increases community awareness of adult literacy issues.
- It sends a message to community.
- It engages the community in local adult basic and literacy education issues.
- The logo will give the group a recognizable identity.

Lycoming County Adult Literacy Coalition
"Community Solutions to Change Conference"
October 21, 1997
Held in Partnership with Lycoming County School-to-Work Partnership

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Sun 10/21/97

Changing Work Force Focus Of Conference Scheduled Tuesday

The Lycoming County Adult Education Coalition and the county School-to-Work Partnership will hold a conference designed to bring professionals from all walks of life together to learn about dealing with the changing work force.

"Community Solutions to Change," linking business, education, training and human service providers, will be held Tuesday from 8:45 a.m. to 3 p.m. at Little League Headquarters on Route 15.

Rita Miller, a motivational presenter, will be the keynote speaker.

Sessions at the event will cover: workplace literacy, tax credit, career services, customized training, strategies for coping with change, and team building.

Other presenters include: anice Pepperman, Lycoming County Housing Authority; Linda Herr, Lycoming County Literacy Project, Inc.; Anita Casper and Mary Domino, STEP Inc.'s Career Services; Mike Roberts, Keystone Staffing Services; Sammy Mikhael, Susquehanna Health System; Dolores Rider, Manor Care; Judith Krezmer, DePasquale Staffing Services; Dr. Neil Wilson; Donna Dangle, Lycoming County School-to-Work Partnership; Stefanie Kearns, STEP Inc.'s Wilderness Challenge Program; and Susan Clark-Teisher, Pennsylvania College of Technology.

Registration fee is $10. For more information or to register call Mariann Houseweart, Office of Vocational Rehabilitation, 327-3600, or Jackie Ceaser, STEP, Inc., 326-0587.

Seeking Solutions

BETH ANN SCRUGGS/Sun-Gazette

COMMUNITY SOLUTIONS TO CHANGE was the title of a daylong conference here Tuesday sponsored by The Lycoming County Adult Education Coalition and the Lycoming County School-to-Work Partnership. Here, audience members listen to a panel discussion entitled, "Employees, Employers and Training Providers: Making the Connection." The conference brought together professionals from business and education to discuss changes facing the work force. Sessions included workplace literacy, tax credit, career services and customized training.

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2. The same BCL community-based planning group had great success with a poster contest conducted two years ago. The contest was part of a media blitz designed to encourage people in the community to enroll in adult basic and literacy education programs to improve their skills. The contest was open and promoted to current adult learners and GED graduates.

Results

- Photographers from two local newspapers and the United Way were present at the announcement of winners.
- The local radio station publicized the contest with a telephone number for potential clients to call.
- Winning posters were reproduced as part of the group's public relations campaign.

Strategy: Job Fairs

1. BCL community-based planning groups have conducted job fairs in their communities.

Results

- Some job fairs market local programs to potential clients; others market programs to employers.
- Some have been conducted in partnership with local School-to-Work Partnerships.
- Job fairs have been very successful interagency events and many are being held annually.

Strategy: Breakfast and Panel Discussion

1. A community-based planning group conducted a breakfast and panel discussion on welfare reform to increase community awareness and group support.

Results

- It increased community awareness of a priority issue.
- It increased knowledge among service providers.
- It included a follow-up recruitment strategy.

Strategies for Coordinating and Improving Services

Strategy: Pyramid Flow Chart of Existing Services

1. A community-based planning group constructed a pyramid flow chart illustrating the range of existing services.

Results

- The group was able to identify gaps in program continuity.

Strategy: Surveys of Local Services

1. A variety of surveys of local services can be designed as a needs assessment to collect the following types of information from agencies: names of programs, addresses, phone numbers, and contact people; types of services offered; times services are offered; clients served; and other relevant information about services.

Results:

- A reference document that can be used by service providers to refer clients.
- New information about and insight into the number and types of services offered in the community.
- A means to identify gaps or duplications in services.

Strategy: Visionary Committee

1. One community-based planning group participates as part of a Visionary Committee that was formed to study the future needs of the county.

Results

- The group is an integral and vital part of the community planning initiative.

Strategy: Advisory Committee of Adult Learners

1. An Advisory Committee of Adult Learners can be established an an adjunct group to provide input into the operation of adult education and job training programs.

Results

- Adult learners can provide valuable insight into the barriers that stand in the way of participation in adult basic and literacy education services.
- Adult learners can provide insight into the potential impact of proposed strategies on adult learners.

Strategies for Developing Collaborative Initiatives

Strategy: Collaborative Proposals

1. An increasing number of Requests for Proposals are requiring collaborative partnerships or can be strengthened by collaborative efforts.

Results

- Agencies are seeking partners to enhance services they are proposing.
- Agencies are not hiring new staff to provide services that are already offered by other agencies.
- Private-public partnerships are being established.
- Turf issues are being resolved.

Strategy: Collaborative Programming

1. Agencies are subcontracting other agencies to provide services they do not customarily provide.

Results

- Agencies are specializing in what they do best and maximizing their service potential.

Strategy: Cross-Training

1. Agencies are sharing professional development opportunities.

Results

- Increased awareness and knowledge.
- Better referrals.
- Smoother transitions among services.

Strategy: Cross-Staff Participation

Agency staff are becoming involved with other agencies in a variety of ways.

1. One literacy council is training Head Start staff as tutors, they refer families to Head Start, and literacy council staff are participating in the Head Start RIF program.

Results

- Head Start staff are referring parents to the literacy council.
- The literacy council has additional tutors available to serve learners.

Strategy: Collaborative Approaches to Community Problems

Community problems are often barriers to client participation in services.

1. Agencies in rural regions are working together to solve transportation and child care problems.

Results

- Agencies are working with transportation providers to coordinate scheduling so clients travel can be consolidated to maximize the numbers of client utilizing transportation services at any given time.
- Interagency child care possibilities are being explored.

Strategy: Speakers Bureau

1. A Speakers Bureau is available to provide professional presentations on a variety of topics related to adult basic and literacy education.

Results

- Speakers provide the same up-to-date information about local services.
- Can take advantage of opportunities to increase awareness and knowledge.
- Can be a means to recruit members and generate community support.

Strategies for Coordinating Services

Strategy: Uniform Intake Forms, Assessments, and Procedures.

1. Community-based planning groups are working to standardize forms, administer the same learner assessments, and develop uniform client intake, referral, and transition procedures.

2. Clients take their paperwork with them as they navigate through the system of services.

3. Databases are being created to allow service providers to access appropriate client information.

Results

- Clients are entering programs more quickly.
- Clients are less frustrated.
- Agencies are experiencing increased client participation and retention in programs.
- Better and faster referrals.
- Smoother client transition among programs.
- Less duplicative paperwork.
- Less client anxiety resulting from multiple assessments.

How to Establish a Community-Based Planning Group

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98-8006

Building Communities for Learning

Product

Fiscal Year 1997-98

Sheila M. Sherow

Pennsylvania State Coalition for Adult Literacy

Center for Literacy, Inc.
636 S. 48th Street
Philadelphia, PA 19143
(215) 474-1235

Federal grant amount: $21,231

Contract number: 98-8006

The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

How to Establish a Community-Based Planning Group

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ABSTRACT PAGE **Project No.:** 98-8006

Grant Recipient: Center for Literacy, Inc.
636 S. 48th St., Philadelphia, PA 19143
(215) 474-1235
Program Name: Building Communities for Learning
Grant Allocation: $21,231
Project Period: July 1, 1997 - June 30, 1998
Project Director: Sheila M. Sherow

Project Purpose: The Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) Project proposed to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The primary purpose of the project was to award community-based planning grants to locales through a competitive Request for Proposals process and to guide grantees in the establishment of community-based planning groups and the development of interagency collaboration with training and ongoing technical assistance. A second purpose was to continue support for four existing BCL sites (established in 1996-97).

Project Outcomes: Five sites were awarded BCL Grants, received training and technical assistance, established community-based planning groups, and are in the process of developing interagency collaboration. 1996-97 sites are beginning to see positive outcomes resulting from interagency collaboration and community-based planning efforts. Clients are being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners.

Impact: BCL sites reported that their interagency collaboration and planning efforts have improved the delivery of services; clients are entering programs quickly, can navigate among services easily, and are having their many needs met through a range of coordinated services. BCL sites also reported that adult learners are less frustrated and, as a result, client participation and retention in programs are increasing.

Products Developed: BCL 1997-98 Final Report; How to Establish a Community-Based Planning Group (an exportable training package); Building Communities for Learning: Strategies for Community-Based Planning (training resource).

Products Available From: AdvancE State Literacy Resource Center
333 Market St., 11th Floor, Harrisburg, PA 17126-0333
Pennsylvania State Coalition for Adult Literacy
403 Herr St., Harrisburg, PA 17110

Project Continuation and Future Implications: The BCL Project will continue to assist communities in establishing interagency collaboration for the purpose of improving the delivery of adult basic and literacy education services through start-up grants, training, and ongoing technical assistance.

Conclusions and Recommendations: Interagency collaboration and community-based planning are essential first steps toward the development of coordinated and comprehensive delivery systems of services. Communities must be guided and supported in the establishment of community-based planning groups, the development of interagency collaboration, and the implementation of strategic plans for the improvement of adult basic and literacy education services.

Table of Contents

Page

Background 1

Overview of Tasks 2

Change 3
    Barriers to Collaboration 4

Adult Literacy Stakeholders 5
    Recruitment Strategies 8

Group Leadership 10
    Ten Basic Responsibilities of Group Leadership 11

Group Process 12

Group Member Participation and Commitment 13

Group Mission and Shared Vision 15
    Key Results Areas 17

Desired Outcomes 18

Group Goals 19

An Action Plan 21
    Developing Action Plans 22
    Collecting and Analyzing Data 24
    Strategic Planning 25
    Evaluating the Potential Impact of Action Plans 26

Evaluating Success 27
    Coalition-Building Evaluation Scale 28
    Impact Measures 30

Resources and References 31

How to Establish a Community-Based Planning Group

Background

Building Communities for Learning (BCL) is a statewide community-based planning project. It was created as a product of a task force convened by the Pennsylvania State Coalition for Adult Literacy (PSCAL) for the purpose of improving the delivery of adult learner services and adult learning outcomes. During 1995-96, three BCL pilot sites were selected through a competitive Request for Proposals process and awarded BCL community-based planning grants by PSCAL. Since that time, nine additional community-based planning groups have been established by PSCAL through the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, with funding from the Adult Education Act, Section 353.

Local-level interagency collaboration among adult literacy stakeholders is a necessary first step toward solving both individual and community education, employment, and economic problems. Too often adult learner services are characterized by fragmentation and isolation and fail to meet the multiple and changing needs of clients. In order to equip clients with the skills needed to become self-sufficient, adult literacy stakeholders must collaborate to develop comprehensive and coordinated local delivery systems of services that will both effectively and efficiently improve client outcomes.

BCL provides communities with the training, technical assistance, and resources necessary to (1) establish and maintain a community-based planning group, (2) develop interagency collaboration among adult literacy stakeholders, and (3) coordinate the delivery of adult learner services. The goal is a comprehensive system of adult learner services that provides clients with easy access to and smooth transition among educational, employment, and economic services.

Overview of Tasks

This manual is designed to guide the establishment of a community-based planning group. There are 12 fundamental tasks to be accomplished, most are ongoing and will need to be revisited as changes occur within and outside of the group.

1. **Secure a commitment to change.**
2. **Identify and recruit adult literacy stakeholders.**
3. **Increase awareness among group members.**
4. **Establish group leadership.**
5. **Define group process.**
6. **Develop a group mission and shared vision.**
7. **Identify desired outcomes.**
8. **Set short and long-term goals and objectives.**
9. **Develop action plans.**
10. **Plan strategies.**
11. **Implement strategies.**
12. **Evaluate success.**

The following discusses various aspects of the 12 tasks in an effort to provide direction and guidance in the process of establishing a community-based planning group.

Change

Interagency collaboration is fundamental to community-based planning and the process of collaboration begins within each agency or organization.

There are several questions that must be asked prior to initiating steps toward change. The answers to these questions will (1) identify the level of awareness of the need for change and (2) indicate the degree of willingness to change.

1. How is our organization doing on its own?
2. Are we serving current adult learning needs?
3. Are we achieving our desired outcomes?
4. How is communication among staff?
5. Do staff receive the professional development opportunities they need?
6. Are staff aware of other adult literacy stakeholders in the community and how their services relate to ours?
7. Are staff connected with other agencies?
8. Do staff refer clients to or receive referrals from other agencies?
9. Are transitions between programs smooth?
10. How effective will our organization be if we continue to operate as we are now?
11. Are we prepared to meet the emerging needs of clients?
12. Do we have limited resources?
13. Do we need to expand our services?
14. Do we need to develop new services?
15. Do we need to focus services?

Rate Barriers to Collaboration

Rate each of the following barriers in terms of its degree of magnitude within your own organization and, then again, in terms of the degree of magnitude you feel exists among agencies within your community. The high ratings will indicate areas that need to be addressed as you begin the collaboration process. (One is low, five is high)

1. Turf issues or concerns and mistrust.

   1 2 3 4 5

2. Little or no history of cooperation or collaboration.

   1 2 3 4 5

3. Limited resources or competition for resources.

   1 2 3 4 5

4. Poor communication.

   1 2 3 4 5

5. Lack of awareness or understanding.

   1 2 3 4 5

6. Lack of a common vision, goals, or desired outcomes.

   1 2 3 4 5

7. Unquestioned opinion accepted as fact.

   1 2 3 4 5

8. Reluctant group members.

   1 2 3 4 5

Adult Literacy Stakeholders

Recruitment and active participation of group members are ongoing tasks.

The first step in establishing a community-based planning group is to identify all adult literacy stakeholders in the community. Use the following list to guide the identification process.

1. Agencies that have adult basic and literacy education as their mission and primary function.

2. Agencies that provide services that require a foundation of basic skills.

3. Agencies that provide services that support learners as they work to attain educational, employment, and economic goals.

4. Employers; employment and training programs.

5. County assistance offices and welfare-to-work programs.

6. Workforce development specialists.

7. Community planning and economic development agencies.

8. Community advocates and interested citizens.

9. Local government officials.

10. Other educators.

11. Other human resource or social service organizations.

Recruitment Strategies

Once adult literacy stakeholders have been identified, recruitment strategies must be developed and implemented. Basic marketing principles should guide the recruitment process.

The goal is to get the right message to the right person
through the right medium at the right time.

The Right Person

The general public may be a target audience in addition to adult literacy stakeholders in the community.

The Message

The message must be delivered in a manner that answers the questions, "Why is this important?" and "Why should I become involved?"

The message must be clear and:

1. Create awareness of the needs.
2. Capture the interest of the target audience.
3. Provide a rationale for involvement.
4. Present a return on the investment of time, skills, and expertise that will be contributed towards the effort.

The Right Time

Timing is everything.

The right time is NOT when the right person is thinking about something else or is under pressure to meet deadlines or is in the midst of starting up or closing down a program.

The Right Medium

A variety of media is usually the best approach. Remember that people are visual, auditory, and kinesthetic learners.

The following are some ideas to build on.

1. Town meetings can be highly participatory and very effective.

- Can increase community awareness and generate community support.

2. Print promotions are excellent follow-ups and can often reach those who are otherwise difficult to reach.

- Brochures are inexpensive to produce, easy to read, and can be kept as reminders.
- Adult learner success stories create awareness and interest and can be printed in local newspapers.
- Agency newsletters can provide a means to reach the right people.

3. Personal contact and word-of-mouth are the most effective recruitment strategies.

- Use the networks that exist—ask each current member to develop a list of potential members to call.
- Ask each new member to contact two additional potential members.

4. Radio spots are excellent reminders.

- Try to get local radio personalities to support and promote your efforts.

5. Television can be very motivational.

- Try to get local stations involved—many feature local human interest stories.

Group Leadership

A shared leadership is most effective.

1. A **designated lead agency** should be responsible for the coordination of the group while a shared leadership is maintained. The lead agency may be the **primary contact**, may be the **fiscal agent**, and may be responsible for the coordination of the group.

Who is/are?

The lead agency:

The fiscal agent:

The primary contact:

Group leaders:

2. An **Executive Committee** is an effective leadership structure.

- Procedures must be defined for electing officers.
- Roles and responsibilities of officers must also be defined.

3. A **committee structure** helps groups move forward toward attainment of group goals.

- What committees are needed and who will serve on committees?
- Who will chair committees?
- Are committee chair people part of the Executive Committee?
- How and when do committees meet and report back to the group?

Ten Basic Responsibilities of Group Leadership

1. To establish the format for conducting meetings.

- The development of agendas, protocol, conflict resolution procedures, and definition of roles and responsibilities.

2. To initiate new ideas.

3. To keep the group goal-oriented.

4. To foster team-building.

5. To maintain group process.

- To prevent individual members from dominating group discussions.
- To halt side conversations.
- To mediate differences.
- To facilitate brainstorming and problem solving.

6. To keep the group focused and on task in a timely manner.

7. To encourage input from all members.

- To delegate responsibilities.
- To capitalize on member strengths.

8. To encourage members to think in new ways.

9. To clarify and tie together comments from group members.

- To explain relationships between facts, ideas, and suggestions.

10. To facilitate group decision making.

- To ensure that controversial issues are thoroughly discussed.
- To stop any efforts to push through issues or decisions.
- To reach consensus.

Group Process

Group process is defined by:

1. The role of group leadership.
2. The roles and responsibilities of group members.
3. How members interact during meetings.
4. How group decisions are made.
5. How group action plans are implemented.
6. How the group measures success.

Define the role of group leadership.

1. Is there an Executive Committee? What is its role?
2. Is there a committee structure? What is the role of committees?

Define the roles and responsibilities of group members.

1. How much time can group members commit to the group?
2. What relevant skills, expertise, and experiences do members bring to the group?
3. What resources are readily available to group members?
4. What are the relevant interests of group members?
5. Who is responsible for the meeting agenda and recording meeting discussions and decisions?

Define procedures for:

1. Group discussions, brainstorming, problem solving, and decision making.
2. Conflict resolution.
3. Implementing action plans.
4. Evaluating success.

Group Member Participation and Commitment

Group meetings must be productive and action-oriented to encourage member participation and promote member commitment.

1. Keep meetings active.

- Meetings should be characterized by creativity, productivity, and efficiency.

2. Keep meetings focused.

- Meetings will not go anywhere until the group has focused on one problem for a period of time and has put all of its energy into investigating and resolving it.

3. The group must be perceived as an entity in its own right.

- The group must be perceived as having prestige.
- The group mission must be perceived as a positive force for the future.
- Group goals must be perceived as realistic.
- Group members must feel the issues being addressed are of importance and relevance.

4. Respect and value the participation of members.

- Each member must be perceived as important to the group.
- Members must have a clear understanding of their group role and responsibilities.
- All members should receive credit for group accomplishments.
- All members should have worthwhile tasks and feel appreciated by the group.

5. Team building is the key to success.

- Teams are more creative, can solve more complex problems, make better decisions, and do more to build individual skills and commitment than individuals working alone.

6. Group members must establish or strengthen relationships with other members.

- Member partnerships are fundamental to commitment and group success.
- Effective collaborations are characterized by win-win relationships among members.
- Group members must feel a sense of connectedness to other members and the group.

7. Turf issues and concerns must be resolved.

- Members must not be jealous of or feel competitive with other members.
- Members must not feel that their domains are being threatened.
- The higher the sense of commitment to the shared vision, the higher the probability that turf issues will not arise.

8. Collaboration must be perceived as a win-win situation.

- All members must feel they will gain by working together.
- The costs of collaboration must be perceived as less than the rewards or benefits.

Group Mission and Shared Vision

First Steps

Before a group mission can be defined, all group members must share an awareness and understanding of relevant issues and must speak a common language.

- Group members must become aware of the different types of services stakeholder provide.
- Group members must develop an understanding of the different perspectives stakeholders bring to the group.
- Group members must understand the terms, definitions, and acronyms used by different stakeholders.

Group Mission

The group mission defines the unique purpose of the group in terms of creating change. It should define what the group will accomplish, where and for whom.

Excerpts from BCL community-based planning group mission statements:

To build a comprehensive community service structure for adult learners.

To encourage collaboration among service providers for the purpose of promoting existing adult basic and literacy education services to . . .

To make literacy services accessible and comfortable for the client and to make information about literacy services easily available to the community.

To strengthen the lines of communication among agencies, businesses, schools, and other programs in order to provide services that will enable learners to attain personal goals.

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Shared Vision

The group's vision should support the mission and be a more detailed description of the desired future.

1. To develop the group's vision, begin at the end—where you want to be in the future.
2. Describe how the group's work can produce the desired changes to promote and support the mission.
3. The process should encourage creative thinking in new directions.
4. The vision should provide direction for collaboration, offer opportunities for member participation, and promote member commitment.
5. The vision should consider past traditions and the community's history.
6. The vision should begin with the present and focus on the future taking into consideration emerging needs and issues.

Two Types of Vision Statements

1. A broad-change vision

- Mobilizes group interest.
- Keeps collaborative efforts from becoming too narrow.
- Avoids mini-projects of marginal gain.
- Takes longer to accomplish results.
- Is often more difficult to create change.

2. A short-term vision

- Focuses on day-to-day activities.
- Provides opportunities for short-term, concrete accomplishments.
- May not be inclusive enough to attract support from the larger community.

Key Results Areas

Key Results Areas (KRA) are the different areas (issues/problems) the group must address and in which the group must achieve results (outcomes) in order to serve its mission and work towards its vision. KRA can be identified as part of the processes of defining desired outcomes and setting goals.

Review both the group mission and vision to identify KRA.

Key Results Areas

1.

2.

3.

4.

5.

Desired Outcomes

Focus on outcomes first, process second—on results rather than means.

In General: Outcomes must be clearly stated so results can be recognized and understood when they occur.

- Define specific, measurable, achievable, and relevant outcomes with time lines.

Desired Outcomes of the Process of Establishing Community-Based Planning Groups

These are preliminary outcomes that have to do with the processes of establishing the group and developing interagency coordination.

1. Outcomes in terms of the successful recruitment and active participation of members.
2. Outcomes in terms of the effectiveness of group leadership and group process.
3. Outcomes in terms of the group's ability to define a mission and shared vision, set short and long-term goals, develop and implement an action plan, and work towards the attainment of group goals.

Desired Outcomes of Interagency Collaboration and Community-Based Planning

These outcomes are the anticipated or desired results of interagency collaboration and community-based planning.

1. Outcomes can be defined while developing a shared vision and should reflect success in working toward that vision.

- What are the desired outcomes in terms of improving the delivery of services and addressing current and emerging needs of adult learners?
- What are the desired outcomes in the Key Results Areas?

Group Goals

Goals are measurable steps toward the attainment of the shared vision.

1. Goals must be clearly understood and acceptable to all group members.

- Goals must represent the interests of the group and allow for all members to be successful.
- Goals should be a blend of individual member goals that will further the mission of the group.
- Group goals are never totally compatible with any one agency's goals; members must be prepared to compromise.
- Time should be spent, when necessary, clarifying goals in order to develop member commitment to them.

2. Goals should include both short and long-term objectives.

- What can be done first, that will be easy to accomplish, and start the group moving?
- How can goals and objectives establish and maintain group momentum?

3. Goals and objectives must be clearly stated, measurable, and achievable.

- Goals and objectives should have designated completion times.

4. Group goals should address Key Results Areas (KRA) defined by the group mission and vision.

Goal/Objective	**Assigned to:**	**Report date:**
______________________________	_______________	____________
______________________________	_______________	____________
______________________________	_______________	____________
______________________________	_______________	____________
______________________________	_______________	____________
______________________________	_______________	____________
______________________________	_______________	____________
______________________________	_______________	____________

An Action Plan

A Question to Consider

What are the positive and negative forces working for and against change?

SWOT Matrix

Develop a matrix to determine strengths, weaknesses, opportunities, and threats (SWOT) in terms of a desired change.

1. Define the desired change.
2. List the related strengths, weaknesses, opportunities, and threats that will either work for or against the desired change.

Strengths	**Weaknesses**
Opportunities	**Threats**

3. How can strengths be employed to create change?
4. How can opportunities be used to foster change?
5. How can weaknesses be addressed?
6. How can threats be minimized?

- **Focus on limitations 2% of the time and resources and solutions 98% of the time.**
- **Analyze problems in ways that redefine problems as challenges.**

Developing Action Plans

Define the Scope of Work

1. Define Key Results Areas (KRA).
2. Divide and assign work.

- Delegate work to committees, if a committee structure is being used.

For Each Work Assignment

1. Define KRA within each work assignment.
2. Define desired outcomes and set goals.
3. Determine information or data that are needed.
4. Collect information and data.
5. Determine positive and negative forces working for or against change (SWOT).
6. Develop an action plan.
7. Develop specific strategies.
8. Evaluate potential impact of action plan.
9. Implement action plan.
10. Evaluate.

Selectively focus on past, present, and future outcomes and conditions.

- Focus on the positive and the negative from the past and learn from both.
- Focus the majority of group time and energy on the present.
- Focus on the future to create strategies to sustain desired outcomes.

Action Steps:	**Assigned To:**	**Completion Date:**

Collecting and Analyzing Information and Data

1. What information and data are needed?

2. Has past work done in this area resulted in:

- Success in obtaining desired outcomes?
- Best practices?
- Effective models?
- Results-oriented strategies?

3. How will information and data be obtained and from whom or where?

4. Who will collect and compile what information and data?

5. How will information and data be reported?

6. Are additional information and data needed?

7. Where can additional information and data be found?

8. What will be done with the information and data collected?

Strategic Planning

What strategies can be implemented to promote desired change?

1. Are there models and strategies that others have used successfully to create the same or similar desired changes and obtain the same or similar desired outcomes?

2. Can current models and strategies be improved most effectively in small steady steps—improvement by evolution?

3. Is there a need to break unwritten rules or change written rules?

4. Do current models and strategies need to be dismantled and rebuilt or reinvented or redefined?

Evaluate the Potential Impact of Action Plans

What is the potential impact of action strategies on:

1. Clients?

2. Customers?

3. Organizations, agencies, or groups?

4. Resources (skills, time, people, funding realigned to focus on the issue)?

Evaluating Success

Evaluating the success of the group is critical to establishing and maintaining group momentum and commitment.

Evaluating success requires clear statements of desired results that are measurable and achievable within a designated time period.

Measures of success must be built into all aspects of the group process. The group vision, goals, objectives, and desired outcomes should all include measures of success.

Evaluation should be viewed and implemented in two ways:

1. As an ongoing means of monitoring and improving group work.
- To keep the group on track.
- To provide ongoing feedback to group members.
2. As a means to determine success and identify accomplishments.
- To acknowledge both short and long-term successes and accomplishments.
- To build and maintain group member interest and active participation.

The following two instruments can be used to evaluate group process and outcomes.

Coalition-Building Evaluation Scale

(adapted from Applebee, G)

Circle the number that best rates each item in terms of your community-based planning group and make any additional comments or suggestions for action.

1. **Goals:** Group goals must be developed, understood, and accepted by all members.

Low				High
1	2	3	4	5

Comments:

2. **Desired Outcomes:** The group must identify desired outcomes that can be achieved by working together.

Low				High
1	2	3	4	5

Comments:

3. **Leadership:** Leadership must be able to move the group toward the attainment of the group vision and goals in a timely manner.

Low				High
1	2	3	4	5

Comments:

4. Commitment: Members must be committed to working together to achieve the group vision and goals.

Low High
1 2 3 4 5

Comments:

5. Communication: It is important to promote communication within the group and establish systems of communication outside of the group.

Low High
1 2 3 4 5

Comments:

6. Turf: Turf issues and concerns must be resolved.
Low High
1 2 3 4 5

Comments:

7. Diverse Representation: The group should include a diverse representation of stakeholders sharing an interest in and commitment to adult learning.

Low High
1 2 3 4 5

Comments:

Impact Measures

(adapted from Bergstrom, A. et al)

Adult Learner Impact:
What changes have occurred in adult learners or adult learning as a result of interagency collaboration and community-based planning efforts?

Services Development: What changes have occurred within groups, agencies, and organizations as a result of interagency collaboration and community-based planning efforts?

Systems Development: As a result of interagency collaboration and community-based planning, what changes have occurred in how individuals, groups, agencies, and organizations work together toward a shared vision and common goals.

Resource Development: As a result of interagency collaboration and community-based planning, what changes have occurred in the availability and use of resources including time, skills, money, and people?

Resources and References

Applebee, G. (1993). *Building Successful Coalitions.* Cornell Cooperative Extension.

Bergstrom, A., Clark, R,. Hogue, T., Slinski, M., & Perkins, D. (1995). *Collaboration Framework: Addressing Community Capacity.* Cooperative States Research Education and Extension Service.

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